STATE TEACHERS COLLEGE
SALEM, MASSACHUSETTS

EIGHTIETH YEAR

1933-1934

(Last issue printed 1932-1933)

JUNE 1934

TEACHERS COLLEGE BUILDING

THE DEPARTMENT OF EDUCATION

PAYSON SMITH, Commissioner of Education

FRANK W. WRIGHT, Director, Division of Elementary and Secondary Education and Teachers Colleges

GEORGE H. VARNEY, Business Agent
ARTHUR B. LORD, Supervisor of Office Organization

INSTRUCTORS

THE TEACHERS COLLEGE

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GERTRUDE BROWN GOLDSMITH, M.A.	Nature Study; Biology
CHARLES ELMER DONER	Penmanship
WALTER GEORGE WHITMAN, A.M.	Physical Science
VERNA BELLE FLANDERS, S.M.	Geography
LENA GRAYSON FITZHUGH, A.B.	History and Social Science
ALEXANDER HUGH SPROUL, M.S.	Business Education
MARIE BADGER	Office Training; Typewriting
FLORENCE BARNES CRUTTENDEN, B.S., M.A.	History and Social Science
MAUDE LYMAN HARRIS, A.M.	Literature
ALICE HAYWARD EDWARDS, A.B.	Office Training; Shorthand
AMY ESTELL WARE, M.A.	Geography
CAROLINE EDITH PORTER, B.S., M.A.	Children's Literature; Reading
HAROLD FRANCIS PHILLIPS, M.C.S.	Accounting; Business
MILDRED BROWNING STONE, B.S.Ed., A.M.	Mathematics
GEORGE FALLOWS MOODY, B.S.Ed., A.M.	Education
MIRA WALLACE, B.S.Ed.	Physical Education; Hygiene
LUCY STATEN BELL, B.S.	Librarian. Library Practice
LEON HOWARD ROCKWELL, B.S., A.M.	Education
CHARLES FRANCIS WOODS, M.S.C.	Music
LILLIAN M. HOFF, B.S., M.A.	Special Education
ELIZABETH ROBERTS, A.B., Ed.M.	English; Salesmanship
L. GERTRUDE BUNTON, B.S., M.A.	Education
FLORENCE G. PERRY, B.S.	Art
GERTRUDE BURNHAM, A.B., M.A.	English
MARGUERITE L. GOURVILLE, B.S.	Assistant, Physical Education; Hygiene
SALLIE HARDING SAUNDERS, M.D.	School Physician
ANN KEENAN CLARK	Bookkeeper and Secretary
JANET SMITH, A.B., B.S.	Registrar

THE TRAINING SCHOOL

GEORGE FALLOWS MOODY, B.S.Ed., A.M.	Director
HAZEL ELIZABETH ROUNDS	Supervisor, Grade 8
ESTHER LOUISE SMALL	Supervisor, Grade 7
GLADYS E. MOREHOUSE, B.S.Ed.	Supervisor, Grade 6
MARY LILLIAN PERHAM	Supervisor, Grade 5
DORIS A. CAMBRIDGE	Supervisor, Grade 4
MARY ELIZABETH JAMES	Supervisor, Grade 3
MARY FOSTER WADE	Supervisor, Grade 2
SYBIL INEZ TUCKER	Supervisor, Grade 1
ETHEL VERA KNIGHT	Kindergarten
ELEANOR ELIZABETH WALKER	Special Class
VIOLA I. MUNYAN	Household Arts
GEORGE WILLIAM LITTLE	Practical Arts

CALENDAR

1933-1934

September 11, Monday	Training School opens.
September 11, Monday*	Entrance examinations.
September 12, Tuesday*	
September 13, Wednesday	Academic year begins at 9.30 a.m.
October 12, Thursday	Columbus Day; a holiday.
November 11, Saturday	Armistice Day.
November 29, Wednesday	Recess begins at 12.25 p.m.
December 4, Monday	Recess ends at 9.30 a.m.
December 22, Friday	Recess begins at the close of school.
January 2, Tuesday	Recess ends at 9.30 a.m.
January 22, Monday	Second semester begins.
February 22, Thursday	Washington's Birthday; a holiday.
February 24, Saturday	Recess begins.
March 5, Monday	Recess ends at 9.30 a.m.
	Good Friday; a holiday.
April 19, Thursday	Patriot's Day; a holiday.
April 28, Saturday	Recess begins.
May 7, Monday	Recess ends at 9.30 a.m.
May 30, Wednesday	Memorial Day; a holiday.
June 7, Thursday*	Entrance examinations.
June 8, Friday*	
June 14, Thursday	Class Day.
June 15, Friday	Graduation exercises at 10.30 a.m.
June 22, Friday	Training School closes.

1934-1935

September 10, Monday	Training School opens.
September 10, Monday*	Entrance examinations.
September 11, Tuesday*	
September 12, Wednesday	Academic year begins at 9.30 a.m.
October 12, Friday	Columbus Day; a holiday.
November 11, Sunday	Armistice Day.
November 28, Wednesday	Recess begins at 12.25 p.m.
December 3, Monday	Recess ends at 9.30 a.m.
December 21, Friday	Recess begins at the close of school.
January 2, Wednesday	Recess ends at 9.30 a.m.
January 21, Monday	Second semester begins.
February 22, Friday	Washington's Birthday; a holiday.
February 23, Saturday	Recess begins.
March 4, Monday	Recess ends at 9.30 a.m.
	Good Friday; a holiday.
April 19, Friday	Patriot's Day; a holiday.
April 27, Saturday	Recess begins.
May 6, Monday	Recess ends at 9.30 a.m.
May 30, Thursday	Memorial Day; a holiday.
June 6, Thursday*	Entrance examinations.
June 7, Friday*	
June 13, Thursday	Class Day.
June 14, Friday	Graduation exercises at 10.30 a.m.
June 21, Friday	Training School closes.

*See program of examinations, page 3.

Note.—The daily sessions of the school are from 9.30 to 12.25, and from 1.05 to 3.45 o'clock. The time from 8.30 to 9.30 and from 3.00 to 3.45 o'clock is to be used for study by all students who are in the building. From 3.00 to 3.45 o'clock, all students who have no class assignment are subject to appointments for conferences with members of the faculty at the discretion of the latter. Lectures before the entire school will frequently be held at this time. The regular weekly holiday of both the teachers college and the training school is on Saturday.

The telephone call of the teachers college is Salem 375; of the training school Salem 344.

The president's residence is at 4 Savoy Road, and his telephone call is Salem 34.

PROGRAM OF ENTRANCE EXAMINATIONS

Candidates are not required to present themselves at the school earlier than the hour of the first examination they wish to take.

Thursday, June 7, and Monday, September 10, 1934

8.30-10.30	English literature and composition	3 units
Foreign Language Commercial Subjects 10.30-12.30	Latin	2, 3 or 4 units
	Stenography (including typewriting)	1 or 2 units
	Bookkeeping	1 unit
	Commercial geography	½ or 1 unit
	Commercial law	½ unit
Social Studies 1.30-4.30	Community civics	½ or 1 unit
	American history and civics	1 unit
	History to about 1700	1 unit
	European history since 1700	1 unit
	Economics	½ unit
	Problems of democracy	½ or 1 unit
	Ancient history	1 unit
	English history	1 unit
	Medieval and modern history	1 unit

Friday, June 8, and Tuesday, September 11, 1934

Mathematics 8.30-10.30	Algebra	1 or 2 units
	Arithmetic	1 unit
	Geometry	1 unit
	College review mathematics	1 unit
Foreign Language 10.30-12.30	French	2 or 3 units
	Spanish	2 units
	German	2 or 3 units
Science 1.30-4.00	General science	½ or 1 unit
	Biology, botany, or zoology	½ or 1 unit
	Chemistry	1 unit
	Physics	1 unit
	Physical geography	½ or 1 unit
	Physiology and hygiene	½ or 1 unit
Fine and Practical Arts 3.30-5.00	Home economics	1 unit
	Manual training*	1 unit
	Drawing	½ or 1 unit
	Music	½ or 1 unit

All candidates who are to take examinations in a given field are expected to present themselves promptly at the time set for the beginning of the examinations in that field.

Candidates are not to present themselves for examinations in subjects not pursued for an equal number of points, in terms of our entrance requirements, during the last four years of the secondary school.

*To be accepted for the practical arts course at Fitchburg and Massachusetts School of Art only.

Students who have completed the third year in a secondary school may take preliminary examinations *in not more than five units* other than English. English may not be taken as a preliminary.

STATE TEACHERS COLLEGE

SALEM, MASSACHUSETTS

AIMS AND PURPOSES

The aim of the teachers college is distinctly professional. Teachers colleges are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore no student may be admitted to, or retained in, the teachers college who does not give reasonable promise of developing into an efficient teacher.

The institution offers as thorough a course of academic instruction as time permits and the claims of professional training demand. The subjects of the public school curriculum are carefully reviewed with reference to methods of teaching. The professional training includes the study of physiology and hygiene, and of psychology from a professional standpoint; the principles of education upon which all good teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the teachers college there is a constant and persistent effort to develop a true professional spirit, to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of service.

APPLICATION FOR ADMISSION

Applications will be accepted from January 1 through June 14 of the year in which the candidate wishes to enter the institution. All credentials must be in the office of the teachers college before July 1.

After July 1 a statement will be mailed to each candidate: that he is admitted; that he is on the waiting list of qualified applicants; or that he has failed to qualify. Candidates who, after being informed that they have qualified, decide not to enter the college should inform the office of their withdrawal immediately in order that others may be admitted from the waiting lists to fill the vacant places.

No place will be held for a student who is not present at the opening of the session on Wednesday, September 12, 1934, unless he has the previous permission of the president to be absent on that day.

EVALUATION OF CREDENTIALS

When the number of qualified applicants on July 1 is in excess of the number that can be admitted, the plan for selecting students outlined on page 7 will be in effect.

REQUIREMENTS FOR ADMISSION

1. Application for Admission.—Every candidate for admission to a teachers college is required to fill out a blank entitled Application for Admission to a State Teachers College and send it to the president of the college which he desires to enter. This blank may be secured from the principal of the high school or the teachers college and should be filed as soon after January 1 of the senior year of the applicant as is convenient, and, together with other necessary blanks must be filed before July 1 of that year.

Under the rules of the Massachusetts Department of Education, applications for admission to the teachers colleges of the State may not be received prior to January 1 of the year in which the candidate desires to be admitted. Applications for succeeding years may be renewed under the same condition.

II. Blanks to be filed by the High School Principal[1].—The principal of the high school last attended is expected to fill out two blanks, one giving the high school record, and the other a rating of personal characteristics, and send them to the president of the teachers college so that he will receive them before July 1.

III. General Qualifications.—Every candidate for admission as a regular student must meet the following requirements:—

1. *Health.*—The candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching. Each applicant must pass a satisfactory physical examination before final admission can be gained. This examination will be given at the teachers college at Salem, by the school physician, soon after the opening of the term in September.

2. *High School Graduation.*—The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. *Completion of Fifteen Units of High School Work.*—The high school record must show the completion of fifteen units accepted by the high school in meeting graduation requirements, a unit being defined as follows:—

A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation.

4. *Personal Characteristics.*—The rating of personal characteristics and the moral character of the candidate, must, in the judgment of the president of the teachers college, warrant the admission of the candidate.

IV. Scholarship Requirements in 1934 and Thereafter.—Of the fifteen units presented for admission, twelve must be selected from the list given below in Section V, and must be of a satisfactory grade as determined by certification or examination. Three of these twelve must be in English, one in American history and civics, one in mathematics and one in science. (Applicants for admission to the practical arts curriculum of the Fitchburg Teachers College may substitute evidence of practical experience in some industrial pursuit to meet a part of the above requirements.)

1. *Certification.*—Certification may be granted for work of A or B grade to the amount of 1 unit for each year in which a subject is studied in the high school, provided the candidate is a graduate of a Class A public high school, or is in the upper half[2] of the graduating class of a Class B public high school. To be admitted by certification alone, the candidate must present work of A or B grade in 12 units.

2. *Examination.*—Any candidate who is a graduate of a Class A public high school or a Class B public high school, whose record does not entitle him to certification for at least 5 units, is required to secure credit by examination for 12 units of work.

Any candidate who is a graduate of a high school not entitled to certification may be permitted to secure credit toward admission by passing examinations in subjects evaluating 10 units (Prescribed, 6 units; limited electives, 4 units), provided the 5 additional units necessary to make up the 15 units required for

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[1]These forms should be obtained from the Office of the Department of Education.

[2]The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

admission represent subjects which the high school accepts as meeting its graduation requirements and in which the candidate has secured grades acceptable to the high school.

It is understood that candidates are not to present themselves for examination in subjects not pursued during the last four years of the secondary school.

V. List of Subjects for Certification or Examination

Prescribed (6 units)

English, literature and composition	3 units
American history and civics	1 unit
Mathematics	1 unit
Science	1 unit

Limited electives (6 units)

The candidate may make up the total of six elective units from any combination of the subjects listed below, except that these units must be so distributed that the number offered in any field shall not exceed the limits set for it, and with the proviso that the minimum total amount offered in any one of these six fields shall be one unit.

	Units
Foreign language, 2 to 4 units:	
Latin	2, 3 or 4
French	2 or 3
Spanish	2
German	2 or 3
History and social science, 1 or 2 units:	
Community civics	½ or 1
History to about 1700	1
European history since 1700	1
Economics	½
Problems of democracy	½ or 1
Ancient history	1
English history	1
Medieval and modern history	1
Mathematics, 1 or 2 units:	
Algebra	1
Geometry	1
Arithmetic	1
College review mathematics	1
Science, 1 or 2 units:	
General science	½ or 1
Biology, botany, or zoology	½ or 1
Chemistry	1
Physics	1
Physical geography	½ or 1
Physiology and hygiene	½ or 1
Astronomy	½
Geology	½
Fine and Practical arts, 1 or 2 units:	
Home economics	1†
Manual training*	1
Drawing	½ or 1
Music	½ or 1
Commercial subjects, 1 or 2 units:	
Stenography (including typewriting)	1 or 2
Bookkeeping	1
Commercial law	½
Commercial geography	½ or 1

*To be accepted for the practical arts course at Fitchburg and Massachusetts School of Art only.

†A maximum of two units will be accepted for admission to the Massachusetts School of Art.

Free electives (3 units)

The three additional units, necessary in order to make up the fifteen units required for admission, may consist of any work which the high school accepts as meeting its graduation requirements.

VI. Place, Time, and Division of Examinations.—Entrance examinations may be taken in June and September at any state teachers college (including the Massachusetts School of Art) at the convenience of the applicant. A candidate may take all the examinations at one time or divide them between June and September. Students who have completed the third year in a secondary school may take examinations in not more than five units other than English, in either June or September. Permanent credit will be given for any units secured by examination or certificate.

VII. Admission as Advanced Students.—A graduate of a normal school or of a college may be admitted as a regular or advanced student, under conditions approved by the Department. Graduates of four-year college courses may receive the bachelor of science in education degree upon the satisfactory completion of a year of residence in a degree-granting teachers college.

VIII. Admission of Special Students.—When any teachers college, after the opening of the school year, can accommodate additional students, the commissioner may authorize the admission as a special student of any mature person recommended by the president as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the department upon the satisfactory completion of the work of any curriculum.

IX. A Preferred Preparatory School Curriculum.—A preferred teachers college preparatory curriculum: For the most successful pursuit of work in a state teachers college and in teaching, the following subjects are recommended as especially desirable in high school:

	Units	
	Minimum	Maximum
English	3	4
Social studies	3	4
Science	2	4
One foreign language	2	4
Mathematics	2	3
Household arts	1	3

In addition, students should have music, art, and physical education.

For a statement of credit permitted on each subject toward the entrance requirements, see page 6.

EVALUATION OF CREDENTIALS

If, on July 1, the number of applicants for admission is in excess of the number that the facilities of the teachers college will accommodate, the plan of admission as already stated will be somewhat modified. The scholarship record and the ratings of the personal characteristics of all applicants will be evaluated in accordance with the method stated below. Candidates will then be admitted in the order of their total scores until the capacity of the college has been reached.

The existing rules with reference to the distribution and certification of subjects, as stated on pages 6-7 of this catalog, will still be in force. When the selective process is found necessary, an evaluation of the scholarship and personality records of students, as submitted by the high school principal, will be made on the following basis:

(a) Scholarship will be allowed 75 points for 15 units of work.

(b) Personality will be allowed 25 points.

As a basis of computing the total score from the scholarship record, marks will be evaluated as follows: A will be given 5 points; B, 4 points; C, 3 points; D, 2 points.

As a basis of computing the personality record, which includes ten characteristics exclusive of health, a mark of Superior will be allowed 2½ points; Excellent, 2 points; Good, 1½ points; Fair, 1 point; Poor, ½ point.

Health: Each applicant must also pass a satisfactory physical examination before final admission can be gained. This examination will be given at the teachers college at Salem, by the school physician, soon after the opening of the term in September.

PROMOTION AND GRADUATION

The following is quoted from the regulations of the State Department of Education for the administration of the teachers colleges:

Each student who has faithfully and honorably completed a full course of study in a teachers college or the Massachusetts School of Art shall, upon recommendation of the president of the school, and with the approval of the commissioner, receive a diploma of graduation, or a degree. No diploma or degree will be given or promotion made unless a rank of C or better is secured in seventy-five per cent of the credit hours in the curriculum, and unless all charges established by the department against a student have been paid in full.

Graduates of approved colleges may be granted a degree of Bachelor of Science in Education on completion of one year of work in residence at a State Teachers College, including the required practice teaching.

The satisfactory accomplishment of the academic work of the course does not constitute a complete title to the diploma of the teachers college. The power of the student to teach—judged from his personality and his efficiency in practice teaching—is so important that one who is manifestly unable to do so will not be graduated whatever his academic standing may be.

SPECIAL EDUCATION DEPARTMENT

Courses for Teachers of Retarded Children.—A state law approved July 1, 1919, provides that all towns having ten children three or more years retarded "shall establish special classes to give such children instruction adapted to their mental attainments." The State Teachers College at Salem aims to supply the rapidly increasing demand for teachers of these classes and offers a course for their training; this consists of the work prescribed for the three-year course in the Elementary Department (see the curricula, page 10) and an additional year which includes specialized courses in psychology, methods, mental testing, general science, physical education, music, industrial arts, manual arts, and domestic arts. In addition to observation and practice under supervision in the special class in the training school, there will be directed observation and practice in special classes in Chelsea, Danvers, Everett, Lynn, Medford and Salem. There will be opportunity to visit the Walter E. Fernald State School at Waverly and other schools and classes for mentally retarded children. Normal school and teachers college graduates and experienced teachers may also enroll for the year of specialized work. The degree of bachelor of science in education will be awarded to those students who have completed the three-year elementary course, or its equivalent, and the fourth year of specialized work providing a satisfactory number of credits has been earned.

Courses for Teachers of the Deaf.—A course is offered for a limited number of students to train as teachers for the deaf. This course consists of three years of training in the elementary department at the teachers college with observation in the Horace Mann School for the Deaf in Boston, and observation and practice teaching in the Beverly School for the Deaf and the day class for the deaf at Lynn. Under certain conditions a fourth year may be spent in the Clarke School for the Deaf, Northampton. In addition to the diploma of the three-year elementary course from the teachers college, a special certificate is awarded by the Clarke School for the Deaf upon the completion of that course. Students who complete this four-year course satisfactorily will receive the degree of bachelor of science in education from the teachers college.

TRAINING SCHOOL BUILDING

THE OBSERVATION AND TRAINING DEPARTMENT

THE ELEMENTARY DEPARTMENT, THREE-YEAR AND FOUR-YEAR COURSE.—In co-operation with the school committee of the city of Salem, the teachers college maintains a training school, which includes grades I-VIII, a special class, and a kindergarten. The training school is conducted in a modern building especially designed for its purpose. Besides thirty classrooms it contains an assembly hall, a library, and rooms for printing, bookbinding, the practical arts, and the household arts.

In planning the instruction in this school the aim is to connect it as closely as possible with the work in the teachers college courses. A considerable part of the instruction in the training school is either supervised or actually given by teachers college instructors, and the work in the teachers college in particular subjects, as well as in the theory of education, is based largely on directed observation in the training department.

In preparing students for responsible practice teaching, they are brought into contact with the training school during their first year in the college. Observation of teaching is carefully directed by the grade supervisors; written reports of different types of lessons taught by the supervisors are made by the students; and students participate in school activities so far as this seems feasible. Students are given the opportunity for such a series of directed observation lessons in as wide a range of grades as possible. General problems of classroom procedure are discussed with them by the director. The aim of the work is to develop a feeling for the problems of teaching, some familiarity with its technique, and some intelligent notion on the part of students as to the grades in which they would like to do their practice teaching.

For one-fourth of their junior and senior years, students are assigned to the training school for practice teaching under the direction of the grade supervisors who are responsible for the progress and discipline of pupils and the continuity and efficiency of the lesson preparation and classroom instruction of the student teachers, subject to the general supervision of the director of the school.

Opportunity is provided for students who intend to teach in the first grade to observe in the kindergarten, in order that they may become familiar with the theory and methods of the kindergarten and its relation to the rest of the elementary school system.

Facilities for practice teaching are also provided in selected public schools in towns and cities conveniently near the teachers college.

THE JUNIOR HIGH SCHOOL DEPARTMENT. FOUR-YEAR COURSE.—Students who are preparing to teach in the junior high school spend one-fourth of the junior and one-fourth of the senior year in practice teaching. A part of this time is spent in selected junior high schools in convenient locations. In these schools the practice is carried on under the personal supervision of the director of the training department, and the teachers and supervisory officers of the several schools.

THE COMMERCIAL DEPARTMENT. FOUR-YEAR COURSE.—The necessary opportunity for observation and practice teaching for students in this department is afforded in approved high schools with which arrangements for supervision have been made.

The curriculum for commercial students now includes four years of resident study and eighteen weeks of full-time office work, for pay, in positions which have been approved by the school; the work in these positions to be of such a character, both in quality and in variety, that it can be accepted for credit toward the degree of the department. The requirement may be met by three six-week periods of employment during the vacations following the freshman, sophomore, and junior years, or by two nine-week periods in any two of these vacations.

CURRICULA

A period is fifty minutes in length

E. Elementary Department

Three-Year Course

Designed for students preparing to teach in the first six grades of elementary schools.

Name and Number of Course	Number of Weeks	Periods Weekly of	
		Class Work	Outside Preparation
First Year			
Education 101	18	3	3
Education 102	18	3	3
English 101	18	2	2
English 102	18	2	2
English 103	18	1	1
Library Instruction 101	18	1	1
History 101	18	3	3
Science 101	36	3	3
Mathematics 101	18	3	3
Art 101	36	2	2
Music 101	36	1	1
Music 102	36	1	0
Physical Education 101	36	2	0
Physical Education 102	36	1	1
Second Year			
Education 201	36	3	3
English 201	18	3	3
English 202	18	2	2
Literature 201	18	3	3
Geography 201	36	2	2
Science 201	18	2	2
Science 202	36	1	1
Mathematics 201	18	2	2
Art 201	18	2	2
Art 202	18	2	2
Music 201	36	1	1
Music 202	36	1	0
Physical Education 201	36	2	0
Physical Education 202	36	1	1
Third Year			
Education 301	18	3	3
Education 302	9	full time	
Education 303*	9	3	3
Education 304	27	1	1
English 301	18	2	2
English 303	9	2	2
Literature 301	27	2	2
Geography 301	9	4	4
History 301	18	2	2
Social Science 301	18	2	2
Social Science 302	9	4	4
Science 301	18	2	2
Mathematics 301	9	2	2
Art 301	18	2	2
Music 301	27	1	1
Music 302	27	1	0
Music 303	18	1	1
Physical Education 301	27	2	0
Physical Education 302	27	1	1

*During the quarter in the training school.

E. Elementary Department

Four-Year Course

Designed for students preparing to teach in the first six grades of elementary schools, and leading to the degree of bachelor of science in education.

Name and Number of Course	Number of Weeks	Periods Weekly of	
		Class Work	Outside Preparation
First three years of work are identical with the work of the three-year course.			
Fourth Year			
Education 401	12	2	2
Education 402	6	Full time	
Education 403	18	2	2
Literature 401	18	3	3
Literature 402	18	3	3
Geography 401	18	2	2
Geography 411	18	2	2
Social Science 401	18	2	2
Science 401	18	3	3
Mathematics 401	18	2	2
Art 401	18	2	2
Music 402	30	1	1
Physical Education 401 . .	30	2	2
Individual Electives* or Institutional Electives*	18	8	

*To be determined later.

J. Junior High School Department

Four-Year Course

Designed for students preparing to teach in grades 7 and 8 and in junior high schools, and leading to the degree of bachelor of science in education.

Name and Number of Course	Number of Weeks	Periods Weekly of	
		Class Work	Outside Preparation
First Year			
Identical with first year of E, page 10			
Second Year			
Education 201	36	3	3
English 202	18	2	2
Literature 201	36	3	3
Geography 201	36	2	2
Science 201	36	2	2
Mathematics 201	18	2	2
Mathematics 202	18	2	2
History 201	36	2	2
Art 201	18	2	2
Music 201	36	1	1
Music 202	36	1	0
Physical Education 201	36	2	0
Physical Education 202	36	1	1
Third Year			
English 301	27	2	2
Literature 301	27	2	2
Social Science 301	27	2	2
Education 301	18	3	3
Education 302	9	Full time	
Education 303*	9	3	3
Education 304	27	1	1
Music 301	27	1	1
Music 302	27	1	0
Mathematics 301	27	2	2
Geography 301	27	3	3
Science 301	27	4	4
Physical Education 301	27	2	0
Physical Education 302	27	1	1
Fourth Year			
Literature 401	30	2	2
English 402	30	1	1
Social Science 401	30	2	2
Music 402	30	1	0
Music 403	18	1	1
Mathematics 401	18	2	2
Mathematics 402	18	2	2
Education 401	12	2	2
Education 402	6	Full time	
Education 403	12	2	2
Art 401	30	1	1
History 401	30	2	2
Geography 401	30	3	3
Science 401	30	3	3
Physical Education 401	30	2	0

*During the quarter in the training school.

C. Commercial Department

Four-Year Course

Designed for students preparing to teach in high schools of commerce or commercial departments in high schools and leading to the degree of bachelor of science in education.

Name and Number of Course	Number of Weeks	Periods Weekly of	
		Class Work	Outside Preparation
First Year			
English 101	36	2	2
Shorthand 101	36	4	4
Typewriting 101	36	4	0
History 101	36	3	3
Geography 101	36	2	2
General Science 101	36	2	2
Accounting 101	36	3	3
Education 101	36	2	2
English 103	36	1	1
Music 102	36	1	0
Physical Education 101	36	1	0
Physical Education 102	36	1	1
Typewriting 101a*	36	2	0
Office Training 101*	36	4	2
Business 101†	18	Full time	
Second Year			
English 201	32	2	2
Shorthand 201	32	3	3
Typewriting 201	32	3	1
History 201	32	2	2
Geography 201	32	4	4
Accounting 201	32	3	3
Salesmanship 201 (*First semester*)	14	3	3
Store Experience	4	Full time	
Education 201	18	3	3
Music 202	32	1	0
Physical Education 201	32	1	0
Third Year (first semester)			
History 301	18	3	3
English 303	18	1	1
Accounting 301	18	3	3
Business 301	18	3	3
Business 303	18	3	3
Education 301	18	2	2
Education 303	18	3	3
Education 305	18	2	2
Music 302	18	1	0
Physical Education 301	18	1	0
Salesmanship 311	18	2	2
Office Training 311	18	2	1

*Under certain conditions, these courses may be substituted for Shorthand 101 and Typewriting 101. See pages 34-35.

†See foot note, page 14.

C. Commercial Department—Concluded

Name and Number of Course	Number of Weeks	Periods Weekly of	
		Class Work	Outside Preparation
Third Year (second semester)			
Social Science 301	18	3	3
English 303	18	1	1
Education 302	18	2	2
Education 304	18	2	2
Education 306	18	2	2
Mathematics 301	18	3	3
Business 302	18	2	2
Music 302	18	1	0
Physical Education 301	18	1	0
and either			
Office Training 312	18	6	3
or			
Accounting 311	18	4	4
Salesmanship 312	18	2	2
Fourth Year			
Literature 401	30	2	2
English 401	18	2	2
English 402	12	2	2
English 403	30	1	1
Social Science 401	30	2	2
Education 401	18	4	4
Education 402	6	Full time	
Education 403	12	2	2
Business 401	18	3	3
Shorthand 401	18	2	2
Typewriting 401	12	3	2
Accounting 411	30	3	3
Geography 401	12	2	2
Music 402	30	1	0
Physical Education 401	30	1	0
and either			
Business 411	18	3	3
Business 412	12	3	3
Business 413	12	2	2
or			
Office Training 411	30	3	3

†This requirement may be met by three six-week periods of employment during the vacations following the freshman, sophomore, and junior years, or by two nine-week periods in any two of these vacations.

S. Special Education Department

Designed for students preparing to teach in special classes and in schools for the deaf, and leading to the degree of bachelor of science in education. (See page 8.)

Name and Number of Course	Number of Weeks	Periods Weekly of	
		Class Work	Outside Preparation
For Special Classes			
First, Second, and Third Years are identical with first, second, and third years of E, page 10.			
Fourth Year			
Education 401	27	4	4
Education 402	27	4	4
Education 403	27	3	3
Education 404	9	Full time	
General Science 401 . . .	27	2	1
Music 402	27	1	0
Industrial Arts 401	27	2	As required by the several instructors.
Manual Arts 402	27	2	
Domestic Arts 403	27	2	
Physical Education 401 . .	27	1	1

Continued directed observation and practice in the special class in the Training School.

For Schools for the Deaf:

First, Second, and Third Years.—Identical with E, with the addition, in the third year, of four weeks of directed observation and practice in schools for the deaf for the purpose of affording an intelligent basis for a decision as to whether a course in the Clarke School for the Deaf will be elected.

Fourth Year.—To be spent in training in the Clarke School for the Deaf, Northampton, Massachusetts.

In the following pages, courses for elementary school teachers are marked E; for junior high school teachers, J; for commercial teachers, C; for teachers of atypical children, S.

ENGLISH LANGUAGE

The entire field of English is designed to promote the student's understanding of English usage, both as respects personal improvement and the development of the essentials of good English with school children.

Elementary Department

English 101 (E, J). Oral Expression and Story Telling—Miss Porter.

First year, eighteen weeks. Two class periods and two hours of preparation weekly.

This is a foundation course to improve the student's personal use of oral English and to establish ideal standards of accurate and effective expression. The content of the course will be story materials suitable for classroom use.

English 102 (E, J). English Composition—Miss Burnham.

First year, eighteen weeks. Two class periods and two hours of preparation weekly.

A study of the practices of effective English composition. Application through written expression of the principles of grammar, syntax, phraseology, style, emphasis, and purpose. The content of the course includes much professional material such as letters, book reviews, outline forms, subject-matter development, articles for professional presentation, and the like.

English 103 (E, J). Penmanship Fundamentals—Mr. Doner.

First year, eighteen weeks. One class period and one hour of preparation weekly.

This course aims to establish correct habits of handwriting, including posture, penholding, movement, rhythm, relaxation, ease and fluency. Correlation with all written work of the first year should be required.

English 201 (E). Primary Reading—Miss Porter.

Second year, eighteen weeks. Three class periods and three hours of preparation weekly.

The aim of this course is to discover how children learn to read; to gain a working knowledge of various manuals, phonetics, correctives and tests; how to develop good oral reading. The reading problems are emphasized by means of observation, discussion, and practical plan making.

English 202 (E, J). English Composition—Miss Burnham.

Second year, eighteen weeks. Two class periods and two hours of preparation weekly.

A continuation of English 102 (E, J).

English 301 (E). Teaching of English in the First Six Grades—Miss Burnham.

Third year, eighteen weeks. Two class periods and two hours of preparation weekly.

A study of the methods of teaching oral and written expression in the first six grades. It includes knowledge of content suitable for each grade; training in vocabulary increase; syllabication and use of dictionaries by children; letter writing and outline making. Practice in sentence and paragraph construction; methods of teaching spelling; devices and tests; observation of language teaching; and the analysis and planning of typical lessons on varying levels.

English 303 (E). Methods of Teaching Penmanship—Mr. Doner.

Third year, nine weeks. Two class periods and two hours of preparation weekly.

A study of current methods of teaching penmanship in the grades; blackboard writing; use of standard tests for measuring handwriting; class demonstrations; methods of remedial instruction.

Junior High School Department

For a description of the English courses offered in the first and second years of the Junior High School Course, see the descriptions of courses offered in the first and second years of the Elementary Course as follows:

101 (E, J); 102 (E, J); 103 (E, J); 202 (E, J)

English 301 (J). Teaching of English in Grades Seven and Eight and in the Junior High School.—Miss Burnham.

Third year. Two class periods and two hours of preparation weekly.

A companion course to English 301 (E). Emphasis is on particular problems of upper grades and junior high school.

English 402 (J). Principles of Parliamentary Practice—Miss Roberts

Fourth year. One class period and one hour of preparation weekly.

The conduct of public assemblages, speech composition, forms of public address, persuasion, processes of argument and refutation.

Commercial Department

English 101 (C). Rhetoric and Composition. Themes, Criticism, Dictation, Correction of Papers, Conference—Miss Roberts.

First year. Two class periods and two hours of preparation weekly.

Study of the paragraph; the sentence (including grammar); words; the study of models; oral and written composition; spelling and definition; punctuation and capitalization. Aims: Clear thinking and effective speech and writing.

English 103 (C). Beginner's Course in Penmanship—Mr. Doner.

First year. One class period and one hour of preparation weekly.

Aim: To develop letter form and freedom of movement.

English 201 (C). Exposition, Description, Narration—Miss Roberts.

Second year. Two class periods and two hours of preparation weekly with frequent conferences.

Collecting and organizing material and presenting it in oral or written form. Reading specimens of prose composition; many short and frequent long themes; training in securing and holding the attention of the class by reading aloud; precis-writing; criticism; discussion. Aims: Clear, exact, and interesting presentation.

English 303 (C). Penmanship—Mr. Doner.

Third year. One class period and one hour of preparation weekly.

Application of penmanship to various uses in office work.

English 401 (C). Business English and Correspondence—Miss Roberts.

Fourth year, first semester. Two class periods and two hours of preparation weekly.

Aim: To give the student a thorough training in business letter and report writing. The teaching of business English in high schools is thoroughly discussed.

English 402 (C). Principles of Parliamentary Practice—Miss Roberts.

Fourth year, second semester. Two class periods and two hours of preparation weekly.

The conduct of public assemblages, speech composition, forms of public address, persuasion, processes of argument and refutation.

English 403 (C). Advanced Course in Penmanship to Perfect Form and Control of Movement—Mr. Doner.

Fourth year. One class period and one hour of preparation weekly.

Training in three special branches of handwriting; ornamental, engrosser's script, and Old English lettering. The aim is to assist students in simple engrossing work for diploma and certificate use.

LITERATURE

Elementary Department

Literature 201 (E). Children's Literature—Miss Porter.

Second year, eighteen weeks. Three class periods and three hours of preparation weekly.

A course in juvenile literature designed to give a good basis for the appreciation, selection, and presentation of suitable materials for the grades. The course includes a study of the sources of this literature in folk and fairy tales, myths, fables, legends, hero stories, rhymes and poetry, nature stories, realistic stories, and biographies. It also includes an examination and evaluation of new literary materials for children's use and an acquaintance with the best illustrators of books for children.

Literature 301 (E). American and English Literature—Miss Harris.

Third year. Two class periods and two hours of preparation weekly.

The course includes a survey of American and English literature by means of the examination of representative masterpieces of different periods, a study of different types of literature, and investigation of the best and latest thought and usage of literature in the education of children. Methods, tests, lesson planning and the like should be included with reference to literature in the grades.

Literature 401 (E). American Literature—Miss Porter.

Fourth year, eighteen weeks. Three class periods and three hours of preparation weekly.

The aims of this course are to help the student to experience the literature of America by feeling himself a part of a living past and to acquaint him with his literary inheritance by giving him a perspective of the facts of American literary history.

Literature 402 (E). Modern Drama—Miss Harris.

Fourth year, eighteen weeks. Three class periods and three hours of preparation weekly.

The development of modern drama: Ibsen, Pinero, Shaw, Yeats, and others; the drama of the present and its trends; the New Art and the New Theater.

Junior High School Department

Literature 201 (J.) Teaching of Literature in Grades 7 and 8 and Junior High School—Miss Harris.

Second year. Three class periods and three hours of preparation weekly.

A study of objectives and methods of teaching junior high literature, selection, and techniques of presenting various types of literature.

Literature 301 (J). Eighteenth and Nineteenth Century Poetry and Prose—Miss Harris.

Third year. Two class periods and two hours of preparation weekly.

Thomson to Whitman, with emphasis on romanticism. Extensive reading, interpretations, reports, and criticism are required.

Literature 401 (J). American Literature—Miss Porter.

Fourth year. Two class periods and two hours of preparation weekly.

The aims of this course are to help the student to experience the literature of America by feeling himself a part of a living past and to acquaint him with his literary inheritance by giving him a perspective of the facts of American literary history.

Commercial Department

Literature 401 (C). General Literature—Miss Harris.

Fourth year. Two class periods and two hours of preparation weekly. Occasional papers.

Aim: To arouse a keener appreciation and enjoyment of good literature. The various literary types are studied with their best representative authors, and some attention is given to historical development. Works of authors of admitted superiority are used to establish a standard of comparison, and these are followed by a study of contemporary writers.

LIBRARY INSTRUCTION

Library Instruction (E, J). A Course in the Technical Knowledge and Use of Libraries—Miss Bell.

First year, eighteen weeks. One class period and one hour of preparation weekly.

Aims: To bring students into close touch with the school library, show its resources and train to their efficient use; to encourage observation and practice in the home public library; to develop and foster the right attitude towards books; investigation of a subject in a library; government publications; book selection and buying; the general principles of classification and cataloguing; relations between the public library and the public school.

HISTORY

Elementary Department

History 101 (E, J). History of Civilization—Miss FitzHugh.

First year, eighteen weeks. Three class periods and three hours of preparation weekly.

A study to show how some of the world's major institutions have developed and what cultural forces have resulted during the progress of civilization from the Stone Age to the present.

History 301 aE). American History—Miss FitzHugh.

Third year, eighteen weeks. Two class periods and two hours of preparation weekly.

The establishment and growth of the United States as a nation; the growth of democratic institutions in the United States; and the interpretation of great periods of national development.

Junior High School Department

History 101 (J).. History of Civilization—Miss FitzHugh.

First year, eighteen weeks. Three class periods and three hours of preparation weekly.

For a description of the course see History 101 (E).

History 201 (J). History of the United States—Miss FitzHugh.

Second year. Two class periods and two hours of preparation weekly.

Purpose: To trace the development of the various institutions which have produced the United States of today; to study the present-day national and international problems of the United States. Topics: Old world background, old institutions planted and developed in a new environment, new institutions, relations with American neighbors, growth of domestic policies and foreign policies.

History 401 (J). International Affairs—Miss Cruttenden.

Fourth year. Two class periods and two hours of preparation weekly.

Study of world war, league of nations, world court, Pan-American relationships, and present-day problems in their economic, political, social and international relationships.

Commercial Department

History 101 (C). Introduction to World History—Miss FitzHugh.

First year. Three class periods and three hours of preparation weekly.

Survey of social, political, economic, cultural phases of world history from primitive times to the opening of the modern era.

History 201 (C). History of Europe, 1500-1815—Miss FitzHugh.

Second year. Two class periods and two hours of preparation weekly.

A study of the emergence of the modern nations of the world with their strong national biases, their economic rivalries and their cultural similarities and differences. Emphasis on acquaintance with the best reference material in the field, special topics and correlation with the present.

History 301 (C). World History, Present Era—Miss Cruttenden.

Third year, first semester. Three class periods and three hours of preparation weekly.

Study of world war, league of nations, world court, Pan-American relationships, and present-day problems in their economic, political, social and international relationships.

SOCIAL SCIENCE

Elementary Department

Social Science 301 (E). Elementary Economics—Miss Cruttenden.

Third year, eighteen weeks. Two class periods and two hours of preparation weekly.

Purpose: A better understanding of current economic problems through a careful study of accepted principles and theories with modifications and changes in applying them to present-day situations. Topics: Money, banking, marketing practices at home and abroad, business organizations, government control and regulation, labor problems, the consumer.

Social Science 302 (E). Civic Education—Miss FitzHugh.

Third year, nine weeks. Two class periods and two hours of preparation weekly.

Study of school programs for developing character and good citizenship. The teacher's responsibilities in helping to solve problems of America's political and social life.

Social Science 401 (E). Sociology—Miss FitzHugh.

Fourth year, eighteen weeks. Two class periods and two hours of preparation weekly.

Purposes: To study human associations, to develop an appreciation for the long and slow development of culture, to produce a sympathetic understanding for differences existing in human groups, to show the interdependence of the individual and the groups with which he is associated. Topics: Bases of human associations, personality development, culture, race, social classes, public opinion, family, religion, State, education.

Junior High School Department

Social Science 301 (J). Sociology—Miss Cruttenden.

Third year. Two class periods and two hours of preparation weekly.

Purpose: To study human associations, to develop an appreciation for the long and slow development of culture, to produce a sympathetic understanding for differences existing in human groups, to show the interdependence of the individual and the groups with which he is associated. Topics: Bases of human associations, personality development, culture, race, social classes, public opinion, family, religion, State, education.

Social Science 401 (J.) Economics. Contemporary Economic Problems—Miss Cruttenden.

Fourth year. Two class periods and two hours of preparation weekly.

Purpose: A better understanding of current economic problems through a careful study of accepted principles and theories with modifications and changes in applying them to present-day situations. Topics: Money, banking, marketing practices at home and abroad, business organizations, government control and regulation, labor problems, the consumer.

THE LIBRARY

Commercial Department

Social Science 301 (C). Economics. Contemporary Economic Problems—Miss Cruttenden.

Third year, second semester. Three class periods and three hours of preparation weekly.

Purpose: A better understanding of current economic problems through a careful study of accepted principles and theories with modifications and changes in applying them to present-day situations. Topics: Money, banking, marketing practices at home and abroad, business organizations, government control and regulation, labor problems, the consumer.

Social Science 401 (C). Sociology—Miss Cruttenden.

Fourth year. Two class periods and two hours of preparation weekly.

Purpose: To study human associations, to develop an appreciation for the long and slow development of culture, to produce a sympathetic understanding for differences existing in human groups, to show the interdependence of the individual and the groups with which he is associated. Topics: Bases of human associations, personality development, culture, race, social classes, public opinion, family, religion, State, education.

EDUCATION

Elementary Department

Education 101 (E, J). Introduction to Education—Mr. Rockwell and Mr. Moody.

First year, eighteen weeks. Three class periods and three hours of preparation weekly, with observation.

The course should include a consideration of the qualifications and preparation for teaching; opportunities in teaching as a profession; modern objectives in education: essentials of good teaching practice as related to the teacher; types of schools and school systems; characteristics of good elementary schools; consideration of a professional curriculum; observation of superior teaching should parallel the class work.

Education 102 (E, J). Educational Psychology and Observation—Mr. Rockwell and Mr. Moody.

First year, eighteen weeks. Three class periods and three hours of preparation weekly.

A beginning course in psychology, with related and graded observation and participation in the training school classrooms. The content of the course should include an analysis of mental mechanisms; the characteristics of instincts; the laws of their operation and modification; learning mechanisms and the primary and secondary laws of learning; forms of learning and the relation of interest to motivation, retention, and memoriter, visual, and auditory mastery.

Education 201 (E, J). Technique of Teaching and Classroom Management and Observation—Miss Bunton.

Second year. Three class periods with observation and three hours of preparation weekly.

The content of this course includes the organization of classrooms for efficiency in teaching; problems of program construction; correlation of work for the most efficient teaching; arrangement of work for the development of desirable skills; analysis of various types of lessons in terms of their objectives and results; methods of dealing with children as individuals, in groups and in classroom units in order to bring about individual development, group participation and socialization. Observations in the training school parallel the class work.

Education 301 (E). Advanced Psychology and Measurement—Mr. Rockwell.

Third year, eighteen weeks. Three class periods and three hours of preparation weekly.

Advanced problems in educational psychology. Application of the psychology of the learning process to teaching situations and the presentation of subject matter. Place of testing in the educational program. Selection of intelligence and educational achievement tests; technique of administering tests; scoring and tabulating results. Uses of standard tests with particular emphasis upon their diagnostic value in improving instruction. Remedial work. Technique of making objective short-type tests; their values and weaknesses.

EDUCATION 302 (E). PRACTICE TEACHING.

Third year, nine weeks.

EDUCATION 303 (E). SCHOOL ORGANIZATION AND MANAGEMENT—MR. MOODY.

Third year, nine weeks. Three class periods weekly while in training.

A course designed to be given parallel with and at the same time as the course in practice teaching. The course should include considerations of school records and bookkeeping; the administration of schoolroom materials and equipment; the maintenance of school supplies and supplementary materials; the relations of the teacher with other teachers, supervisors, principals, the school officials, parents, and the public in general. Also such problems as arise from teaching.

EDUCATION 304 (E). PROFESSIONAL ETHICS—MR. PITMAN.

Third year. One class period and one hour of preparation weekly.

A course designed to follow the main provisions of the syllabus provided by the State Department of Education.

EDUCATION 401 (E). EDUCATIONAL SOCIOLOGY—MISS BUNTON.

Fourth year, twelve weeks. Two class periods and two hours of preparation weekly.

The purpose of this course is to bring together the fields of experience and information usually included in a general treatise of sociology, economics, psychology and the history of education. It presupposes a general elementary course in each of these fields. Information is drawn from each of these fields when practicable.

A basic text in Educational Sociology is used, but the organization and development of materials is sought in various sources.

Emphasis in this composite course is given to the meaning and development of education as a means of social control and social evolution in American democracy.

Individual problems and reports are a part of this course.

EDUCATION 402 (E). PRACTICE TEACHING.

Fourth year, six weeks.

EDUCATION 403 (E). HISTORY AND PRINCIPLES OF EDUCATION—MISS BUNTON.

Fourth year, twelve weeks. Two class periods and two hours of preparation weekly.

This course, in one semester, aims to select and to study the more typical and outstanding personalities and their contributions to the problems of education as interpreted by the life of the times in which they lived.

It is historical only to the extent necessary to show that educational philosophy grows out of man's attempt to plan intelligently the direction and rate of his own development.

Extensive reading in the history of civilization and the preparation of two papers by each student is required.

JUNIOR HIGH SCHOOL DEPARTMENT

For a description of the Education courses offered in the first and second years of the Junior High School Course, see the description of courses offered in the first and second years of the Elementary Course as follows:

101 (E, J); 102 (E, J); 201 (E, J).

Education 301 (J). Advanced Psychology and Measurement—Mr. Rockwell.

Third year, eighteen weeks. Three class periods and three hours of preparation weekly.

Advanced problems in educational psychology. Application of the psychology of the learning process to teaching situations and the presentation of subject matter. Place of testing in the educational program. Selection of intelligence and educational achievement tests; technique of administering tests; scoring and tabulating results. Uses of standard tests with particular emphasis upon their diagnostic value in improving instruction. Remedial work. Technique of making objective short-type tests; their values and weaknesses.

Education 302 (J). Practice Teaching.

Third year, nine weeks.

Education 303 (J). School Organization and Management—Mr. Moody.

Third year, nine weeks. Three class periods weekly while in training.

A course designed to be given parallel with and at the same time as the course in practice teaching. The course should include consideration of school records and bookkeeping; the administration of schoolroom materials and equipment; the maintenance of school supplies and supplementary materials; the relations of the teacher with other teachers, supervisors, principals, the school officials, parents, and the public in general. Also such problems as arise from teaching.

Education 304 (J). Professional Ethics—Mr. Pitman.

Third year. One class period and one hour of preparation weekly.

A course designed to follow the main provisions of the syllabus provided by the State Department of Education.

Education 401 (J). Educational Sociology—Miss Bunton.

Fourth year, twelve weeks. Two class periods and two hours of preparation weekly.

The purpose of this course is to bring together the fields of experience and information usually included in a general treatise of sociology, economics, psychology and the history of education. It presupposes a general elementary course in each of these fields. Information is drawn from each of these fields when practicable.

A basic text in Educational Sociology is used, but the organization and development of materials is sought in various sources.

Emphasis in this composite course is given to the meaning and development of education as a means of social control and social evolution in American democracy.

Individual problems and reports are a part of this course.

Education 402 (J). Practice Teaching.

Fourth year, six weeks.

Education 403 (J). History and Principles of Education—Miss Bunton.

Fourth year, twelve weeks. Two class periods and two hours of preparation weekly.

This course, in one semester, aims to select and to study the more typical and outstanding personalities and their contributions to the problems of education as interpreted by the life of the times in which they lived.

It is historical only to the extent necessary to show that educational philosophy grows out of man's attempt to plan intelligently the direction and rate of his own development.

Extensive reading in the history of civilization and the preparation of two papers by each student is required.

EDUCATION 101 (C). FIRST COURSE IN PSYCHOLOGY—MR. SPROUL.

First year. Two class periods and two hours of preparation weekly.

This course includes: A short study of the use of the nervous system; inherited tendencies; how we learn; effect of time and effort on what we practice; economy in mental processes used; the power of suggestion; and a study of human desires and motives.

EDUCATION 201 (C). EDUCATIONAL PSYCHOLOGY—MR. SPROUL.

Second year, eighteen weeks. Three class periods and three hours of preparation weekly.

This course includes: Facts and principles applicable to the problems of teaching; development of the bases of method; the growth of mental processes; problems in the amount and distribution of practice; in the selection and organization of teaching materials; in the evaluation of school work; in evaluating personality.

EDUCATION 301 (C). SURVEY COURSE—MISS ROBERTS.

Third year, first semester. Two class periods and two hours of preparation weekly.

Aim: To acquaint students with lines of thought leading to present organization of public education; importance of education in our national life; present-day problems and tendencies, with emphasis on the secondary and commercial education phases.

EDUCATION 302 (C). JUNIOR HIGH SCHOOL ORGANIZATION—MISS ROBERTS.

Third year, second semester. Two class periods and two hours of preparation weekly.

The larger problems of educational psychology; changes to be made in human beings; agencies employed in making these changes; variations in the capacities which human beings possess for acquiring the changes; economic methods by which the changes may be brought about. A discussion of differentiated curricula; special classes; technique of educational and intelligence tests; efficiency of school methods; remedial instruction for deficiencies discovered through the use of tests; psychology of school subjects.

EDUCATION 303 (C). COMMERCIAL EDUCATION—MR. SPROUL.

Third year, first semester. Three class periods and three hours of preparation weekly.

Aim: To develop the principles underlying business education; to acquaint the student with the agencies for commercial education; and to review current practices in high schools.

EDUCATION 304 (C). EDUCATIONAL AND VOCATIONAL GUIDANCE—MISS ROBERTS.

Third year, eighteen weeks. Two class periods and two hours of preparation weekly.

Aim: To acquaint students with the problems and principles of educational and vocational guidance, and their importance and application in junior and senior high school courses.

EDUCATION 305 (C). STATISTICS—MR. SPROUL.

Third year, first semester. Two class periods and two hours of preparation weekly.

The course presents the essentials of statistical methods. It discusses the collection and organization of useful data, and various methods employed in graphic representation.

EDUCATION 306 (C). STATISTICAL METHODS IN EDUCATION—MR. SPROUL.

Third year, second semester. Two class periods and two hours of preparation weekly.

Aim: To develop in the student the ability to make a statistical study of data relating to some of the typical problems in education, especially those related to testing and measurements.

EDUCATION 401(C). METHODS OF TEACHING IN SECONDARY SCHOOLS WITH SPECIAL REFERENCE TO COMMERCIAL EDUCATION—MR. SPROUL.

Fourth year, first semester. Four class periods and four hours of preparation weekly.

Aim: Scope and aim of secondary education; selection of subject matter; types of learning involved; classroom procedure; tests; personal qualifications of teachers; supervision. Adaptation of the preceding to teaching of commercial subjects; content and scope of the various commercial subjects; lesson plans and assignments.

EDUCATION 402 (C). PRACTICE TEACHING.

Fourth year, six weeks.

EDUCATION 403 (C). TEACHING PROCEDURES AND DEVICES—MR. SPROUL.

Fourth year, second semester. Two class periods and two hours of preparation weekly.

The directing of learning; elements and types of classroom procedure; mastery learning; methods in special subjects; measuring the results of teaching.

SPECIAL EDUCATION DEPARTMENT

EDUCATION 401 (S). PSYCHOLOGY OF SUBNORMAL CHILDREN—MISS HOFF.

Fourth year. Four class periods and four hours of preparation weekly.

First half: The first part of the course aims to give a fundamental knowledge of individual differences. History of the care and treatment of mental defectives; definition; identification; classification; physical and psychological development of the normal child contrasted with scientific studies of mental defectives; causes of mental deficiency; social aspects; educational possibilities.

The remainder of the course aims to enable the teacher to recognize, diagnose, and treat behavior difficulties of children. Psychological development of the normal adult; adolescence; deviations from normal development; types of maladjustment and their development; defense reactions of the high grade feebleminded; identification; correction.

EDUCATION 402 (S). SPECIAL CLASS METHODS—MISS HOFF AND MISS WALKER.

Fourth year. Four class periods and four hours of preparation weekly.

Organization of special schools and classes; educational aims; daily program; curriculum; equipment; materials; methods; class projects and activities appropriate for various mental levels and types of classes; visits to selected special schools and classes; observation and practice in the special class in the training school; diagnosis of individual disabilities and remedial procedures applicable in academic subjects; speech correction.

EDUCATION 403 (S). MENTAL TESTING—MISS HOFF AND MISS WALKER.

Fourth year. Three class periods and three hours of preparation weekly.

Theory and development of intelligence tests; observation and some practice in administering, scoring and interpreting the Stanford Revision of the Binet-Simon Individual Intelligence Tests; standardized group intelligence tests, achievement and diagnostic tests; knowledge of simple statistics; interpretation of graphical presentation of statistical data found in current educational literature.

EDUCATION 404 (S). PRACTICE TEACHING.

Fourth year, nine weeks.

Observation and practice teaching in special class in the training school and in selected schools elsewhere.

MUSIC

Elementary Department

Music 101 (E, J). Elementary Theory—Mr. Woods.

First year. One class period and one hour of preparation weekly.

Should develop the ability to produce a good singing tone and to carry a tune; ability to read the music of the first six grades; knowledge of the meaning of expression and tempo; and an understanding of all scale intervals and chromatics, rhythmic forms; common and compound time, and the names of keys, writing of key signature, and the writing of simple melodies in period form; the bass clef.

Music 102 (E, J). Chorus and Music Interpretation—Mr. Woods.

First year. One class period weekly.

Development of ability to listen to music with pleasure and discriminating intelligence; recognition of themes, rhythms, mood, style and form; life and work of the masters of music from Bach to Brahms; chorus practice for all students.

Music 201 (E). Teaching Music in Elementary Schools—Mr. Woods.

Second year. One class period and one hour of preparation weekly.

A study of the child voice and the course of study for the first six grades; development of the ability to correct common tonal faults; a minimum rote song repertory; ability to conduct a school chorus; the making of school lesson plans for music.

Music 202 (E, J). Chorus and Music Appreciation for Elementary Schools—Mr. Woods.

Second year. One class period weekly.

Development of the ability to teach various types of music appreciation through the use of texts and other materials (piano, radio, phonographs, etc.); continuation of general school chorus activities for local school purposes.

Music 301 (E). Survey of Music in Elementary Schools—Mr. Woods.

Third year. One class period and one hour of preparation weekly.

Development of increased song repertory; ability to make desirable programs for school occasions; study of teaching methods; development of familiarity with school texts; the literature of music education and the investigation of music current events.

Music 302 (E). Chorus and Music Appreciation—Mr. Woods.

Third year. One class period weekly.

A continuation of Music 202 (E).

Music 303 (E). Mr. Woods.

Third year, eighteen weeks. One class period and one hour of preparation weekly.

See description of Music 403 (J).

Music 402 (E). Chorus and Music Appreciation—Mr. Woods.

Fourth year. One class period weekly.

A continuation of Music 202 (E) and Music 302 (E).

Junior High School Department

For a description of the Music courses offered in the first and second years of the Junior High School Course, see the descriptions of courses offered in the first and second years of the Elementary Course as follows:

101 (E, J); 102 (E, J); 202 (E, J).

Music 201 (J). Mr. Woods.

Second year. One class period and one hour of preparation weekly.

In addition to the work of Music 201 (E) some of the problems of the junior high school are studied.

Music 301 (J). Mr. Woods.

Third year. One class period and one hour of preparation for 18 weeks; one class period without preparation for 9 weeks.

Music 302 (J). Chorus—Mr. Woods.

Third year. One class period weekly.

Music 402 (J). Chorus—Mr. Woods.

Fourth year. One class period weekly.

Music 403 (J). Mr. Woods.

Fourth year, eighteen weeks. One class period and one hour of preparation weekly.

A survey of music history accompanied by a parallel outline of political, art, and literature history. A listening course in the world's best music, with some analysis and suggestions for presenting music appreciation in the junior high school.

Commercial Department

Music 102 (C). Chorus—Mr. Woods.

First year. One class period weekly.

Music 202 (C). Chorus—Mr. Woods.

Second year. One class period weekly.

Music 302 (C). Chorus—Mr. Woods.

Third year. One class period weekly.

Music 402 (C). Mr. Woods.

Fourth year. One class period weekly.

Special Education Department

Music 402 (S). Chorus—Mr. Woods.

Fourth year. One class period weekly.

ART

Elementary Department

Art 101 (E, J). Introduction to Art—Miss Perry.

First year. Two class periods and two hours of preparation weekly.

The introduction to art aims to arouse interest in the need of art expression as a preparation for teaching. Through the use of line, form, color and pattern, gradually establish confidence in expressing ideas and in representing familiar forms which the circumstances of teaching may require. Principles and techniques should be taught while developing the habit of thoughtful observation, a working knowledge of color, elementary design, handwork, and the recognition of beauty.

Art 201 (E, J). Elementary Art—Miss Perry.

Second year, eighteen weeks. Two class periods and two hours of preparation weekly.

The study of elementary art aims to emphasize progress based upon the foundation established in Art 101. Confidence and initiative in the use of art principles and skills should be stressed.

Art 202 (E, J). Adaptation and Application—Miss Perry.

Second year, eighteen weeks. Two class periods and two hours of preparation weekly.

This course aims to acquaint the student with the aims and purposes of art courses as pursued in elementary schools, the results hoped for, and the standards by which these are to be judged. Show that the same methods used in teaching other subjects can be employed in teaching art. Give students as much

experience as possible in utilizing all subjects and activities of the school to motivate the art lesson.

ART 301 (E). APPRECIATION OF ART—MISS PERRY.

Third year, eighteen weeks. Two class periods and two hours of preparation weekly.

Appreciation of art aims to advance the study of line, form, design, color and construction through art experiences related to personal, classroom, home and civic needs. Emphasize the recognition of beauty and some understanding of many phases of art with skillful interpretation for purposes of teaching.

ART 401 (E). HISTORY OF ART—MISS PERRY.

Fourth year, eighteen weeks. Two class periods and two hours of preparation weekly.

The study of the history of art aims to acquaint the student with the most significant development of architecture, sculpture, painting and the allied arts through the ages, with reference to parallel historical activities. Together with this appreciative understanding, we should develop some ability in interpreting art history for children.

Through reading, visits to museums, observation and discussion of pictures, and lantern slides, the continuity and variation of traditions in fine and allied arts should be traced. A study of the environment, living conditions and the æsthetic significance of each period should be included.

This course seeks to create in the student a desire for further knowledge and a greater appreciation both of the fine and of the allied arts as an expression of the life of the people producing it.

JUNIOR HIGH SCHOOL DEPARTMENT

For a description of the Art courses offered in the first and second years of the Junior High School Course, see the descriptions of courses offered in the first and second years of the Elementary Course as follows:

101 (E, J); 201 (E, J); 202 (E, J).

ART 401 (J). HISTORY OF ART—MISS PERRY.

Fourth year. One class period and one hour of preparation weekly.

The study of the history of art aims to acquaint the student with the most significant development of architecture, sculpture, painting and the allied arts through the ages, with reference to parallel historical activities. Together with this appreciative understanding, we should develop some ability in interpreting art history for children.

Through reading, visits to museums, observation and discussion of pictures, and lantern slides, the continuity and variation of traditions in fine and allied arts should be traced. A study of the environment, living conditions and the æsthetic significance of each period should be included.

This course seeks to create in the student a desire for further knowledge and a greater appreciation both of the fine and of the allied arts as an expression of the life of the people producing it.

SPECIAL EDUCATION DEPARTMENT

ART 401 (S). INDUSTRIAL ARTS FOR TEACHERS OF SUBNORMAL CHILDREN—MISS PERRY.

Fourth year. Two class periods weekly with preparation as required by the instructor.

Plain and pattern weaving using various types of looms; reed and raffia basketry; bookbinding; making pamphlets, portfolios, sewed books, decorative covers and end papers; wood and linoleum block printing applied to textiles, bookplates, cards and covers; modeling in clay; dyeing; gesso; applied design using various media; a variety of projects for subnormal children in which the above industrial activities and others to be suggested are interrelated with academic content and other school interests.

Art 402 (S). Manual Arts for Teachers of Subnormal Children—Mr. Little.

Fourth year. Two class periods weekly with preparation as required by the instructor.

Design and construction in wood; design and construction in cement; simple metal work; printing; barbering; chair caning and simple household repairs; gardening.

Art 403 (S). Domestic Arts—Miss Munyan.

Fourth year. Two class periods weekly with preparation as required by the instructor.

The course in cooking will include the preparation and serving of simple dishes; a study of food classes and balanced meals; and simple school lunches.

The course in sewing will include the fundamental stitches; simple construction processes; the making of simple garments; simple knitting, crocheting, embroidery and the like.

MATHEMATICS

Elementary Department

Mathematics 101 (E). Fundamentals of Arithmetic in the Elementary School—Miss Stone.

First year, eighteen weeks. Three class periods and three hours of preparation weekly.

This course covers the historical and psychological bases of number concepts; the social and economic justifications for the teaching of fundamental number concepts; the differentiation of primary and intermediate school content in arithmetic; the problems and sequences of teaching mathematics in the primary grades; diagnostic and learning procedures applied to computation and problem solving.

Mathematics 201 (E). Teaching of Arithmetic in the Elementary School—Miss Stone.

Second year, eighteen weeks. Two class periods and two hours of preparation weekly.

This course includes problems and sequences of teaching mathematics in the elementary grades; socio-economic arithmetic needed by teachers.

Mathematics 301 (E). Teaching of Arithmetic in the Elementary School—Miss Stone.

Third year, nine weeks. Two class periods and two hours of preparation weekly.

This course includes organization of units of work and planning single lessons; group and individual instruction; evaluating text books; knowledge of results of educational research.

Mathematics 401 (E). Advanced Mathematics—Miss Stone.

Fourth year, eighteen weeks. Two class periods and two hours of preparation weekly.

This course presupposes at least one unit of high school algebra. It consists of a survey of algebraic skills, the derivation of formulas, quadratic equations, exponents and roots; a survey of the geometry found in native art and architecture, followed by the backgrounds, uses and value of intuitive geometry; and a study of trigonometric functions and their application to right triangles.

Junior High School Department

Mathematics 101 (J). Fundementals of Arithmetic in the Elementary School—Miss Stone.

First year, eighteen weeks. Three class periods and three hours of preparation weekly.

This course covers the social and economic justifications for the teaching of fundamental number concepts; the historical and psychological bases of number

concepts; the problems and sequences of teaching mathematics in the elementary grades.

MATHEMATICS 201 (J). PRINCIPLES OF BUSINESS—MISS STONE.

Second year, eighteen weeks. Two class periods and two hours of preparation weekly.

The aim of this course is to provide the student with the informational background needed in order to teach these phases of junior high school mathematics: banking, investment, taxes, insurance, installment buying.

MATHEMATICS 202 (J). TEACHING OF MATHEMATICS IN THE JUNIOR HIGH SCHOOL—MISS STONE.

Second year, eighteen weeks. Two class periods and two hours of preparation weekly.

This course includes the aims and objectives for the teaching of junior high school mathematics. Organization and sequence of subject matter units in intuitive geometry, elementary algebra and introduction to numerical trigonometry are emphasized.

MATHEMATICS 301 (J). GENERAL MATHEMATICS—MISS STONE.

Third year. Two class periods and two hours of preparation weekly.

This course covers applications of elementary algebra, binomial theorem and series, general principles and computations with logarithms, trigonometric functions and their applications to right triangles and introductory phases of analytic geometry and calculus.

MATHEMATICS 401 (J). ADVANCED ALGEBRA—MISS STONE.

Fourth year, eighteen weeks. Two class periods and two hours of preparation weekly.

This course covers factoring, fractions, linear equations, exponents and radicals, quadratic equations, simultaneous quadratic equations, graphs of quadratic equations, permutations and combinations, determinants, complex numbers and theory of equations.

MATHEMATICS 402 (J). HISTORY OF MATHEMATICS—MISS STONE.

Fourth year, eighteen weeks. Two class periods and two hours of preparation weekly.

The emphasis in the course will be placed upon the historical background relating to arithmetic, geometry and algebra.

COMMERCIAL DEPARTMENT

MATHEMATICS 301 (C). COMMERCIAL ARITHMETIC—MR. PHILLIPS.

Third year, second semester. Three class periods and three hours of preparation weekly.

The course is designed to give a review of elementary principles in arithmetic, the application of these principles to commercial work, and methods of handling the subject in high school.

GEOGRAPHY

ELEMENTARY DEPARTMENT

GEOGRAPHY 201 (E). PRINCIPLES OF GEOGRAPHY—MISS FLANDERS.

Second year. Two class periods and two hours of preparation weekly.

The purpose of this course is to establish a background of the fundamental principles of geography with special emphasis on those most needed by the teacher in the elementary grades. The course deals with some of the simpler relationships between man's activities and his natural environment and the adaptation of this material to geography in grades I-VI. The student is made acquainted with texts, readers and visual aid materials.

GEOGRAPHY 301 (E). REGIONAL GEOGRAPHY OF THE WESTERN HEMISPHERE—MISS FLANDERS.

Third year, nine weeks. Four class periods and four hours of preparation weekly.

Regional studies are made of selected areas of the Western Hemisphere with special emphasis upon the geography of the United States and Massachustts.

Geography 401 (E). Regional Geography of the Eastern Hemisphere—Miss Ware.

Fourth year, eighteen weeks. Two class periods and two hours of preparation weekly.

A survey course in the study of natural geographic divisions in the eastern hemisphere, similar in character to that undertaken for the western hemisphere in Geography 301 (E).

Geography 411 (E). United States in Relation to Other Lands—Miss Ware.

Fourth year, eighteen weeks. Two class periods and two hours of preparation weekly.

A study of some of the varied international relations of our country. Selected studies will be made, such as: Our relations with our near neighbors Canada, Mexico, Cuba; the great southern republic Brazil; the Orient, especially China and Japan.

Junior High School Department

Geography 201 (J). Elements of Geography—Miss Flanders.

Second year. Two class periods and two hours of preparation weekly.

This is a foundation course, hence it covers the principles of physiography and their influence upon human activity. Type environments are studied in detail by the problem method. Professional nature of the course is due to: Selection of subject matter; frequent reference to use of this material in the junior high school grades; methods used; acquaintance with modern text books, readers, maps, and illustrative material.

Geography 301 (J). Continental Geography—Miss Ware.

Third year. Three class periods and three hours of preparation weekly.

This course consists of two units: 1. The southern hemisphere unit. Different areas are selected for detailed study, the emphasis being on geographic regions. 2. Eurasion unit. The countries of Europe and Asia are studied in their world relations. Correlations are made with history and current events.

Geography 401 (J). Economic Geography—Miss Ware and Miss Flanders.

Fourth year. Three class periods and three hours of preparation weekly.

A selected group of raw materials and food stuffs are studied in their relation to production, manufacturing and commerce. The development of modern means of transportation as influenced by geographic factors and as related to world trade is included in the course. The use of the contract or laboratory method as adapted to the teaching of economic geography in junior and senior high schools is worked out in the course.

Commercial Course

Geography 101 (C). Principles of Geography—Miss Flanders.

First year. Two class periods and two hours of preparation weekly.

This course comprises a study of the relationships between man's activities and such factors of his environment as climate, surface features, location, and natural resources. Methods of collecting data, or planning units of work, and of using graphic representation, are discussed. During this year a foundation of geographic principles is laid for the next year's work in economic geography.

Geography 201 (C). Economic Geography—Miss Ware.

Second year. Four class periods and four hours of preparation weekly.

This branch of geography deals with the influences of geographic factors on the various types of activities by means of which man gains a living. The

course is professionalized through the study of high school courses of study, the use of materials adapted to high schools, the writing of lesson plans and laboratory exercises, and compilation of lists of references and displays of materials.

Geography 401 (C). Methods of Teaching Economic Geography—Miss Ware.

Fourth year, twelve weeks. Two class periods and two hours of preparation weekly.

This is a special course in methods of teaching economic geography in high schools. It includes a survey of text books, courses of study, and preparation of a major unit of work.

SCIENCE

Elementary Department

Science 101 (E, J). General Biological Science—Miss Goldsmith.

First year. Three class periods and three hours of preparation weekly.

This course deals with the fundamental principles of biology with a study of type forms of plants and animals and their habitats. The topics given special attention include the structure of plants and animals and the accompanying functions, responses to environmental conditions, means of protection, plant and animal associations, the generation, dispersal and balance of life, variation and progression of living forms, improvement of species, and the conservation of valuable and disappearing species.

The various topics furnish abundant opportunity for special study of common plants and animals, an acquaintance with which is necessary for successful teaching in the grades. Studies are based upon direct experience with living forms in field, garden, or laboratory.

Science 201 (E). General Physical Science—Mr. Whitman.

Second year, eighteen weeks. Two class periods and two hours of preparation weekly.

This course deals with the important principles of physical science. The more elementary phases of the sciences which are commonly treated as chemistry and physics are brought together in a unified consideration of energy as expressed in radiation, electricity and atomic structure. The chemical processes involved in the transformation of matter, the chemical elements and some elementary chemical principles will be considered. Much attention will also be given to the ways in which air, water, fire, electricity, magnetism and other natural agencies are utilized by men.

Science 202 (E). Professionalized Elementary Science—Miss Goldsmith.

Second year. One class period and one hour of preparation weekly.

This is a course drawing upon content material of previous science courses, and designed especially to present material and methods suited for the elementary grades. Recently published courses are studied and discussed, with special attention given to the Course of Study in Science for Elementary Schools prepared by a State Committee and for use in the first six grades of Massachusetts schools. Laboratory and field work, class or individual projects, and occasional papers are included in the work.

Science 301 (E). General Physical Science—Mr. Whitman.

Third year, eighteen weeks. Two class periods and two hours of preparation weekly.

Continuation of Science 201 E.

Science 401 (E). General Physical Science—Mr. Whitman.

Fourth year, eighteen weeks. Three class periods and three hours of preparation weekly.

This course attempts to give a broad outlook over the field of physical science, to increase one's foundation of science experience and information, and to

treat in greater detail some of the science topics lightly touched in earlier courses. Some additional work will be taken in the fields of chemistry and physics. An important part of the course will deal with the earth and heavenly bodies and the development of the surface features of the earth as they exist today. A foundation will thus be given for understanding the literature of astronomy and geology. The course is primarily a cultural course, but at the same time offers valuable background material for science and geography in the elementary or junior high grades.

Junior High School Department

For a description of the Science courses offered the first year in the Junior High School Course see the descriptions of courses offered in the first year of the Elementary Course as follows:

101 (E, J).

Science 201 (J). General Physical Science—Mr. Whitman.

Second year. Two class periods and two hours of preparation weekly.

This course deals with the important principles of physical science. The more elementary phases of the sciences which are commonly treated as chemistry and physics are brought together in a unified consideration of energy as expressed in radiation, electricity and atomic structure. The chemical processes involved in the transformation of matter, the chemical elements and some elementary chemical principles will be considered. Much attention will also be given to the ways in which air, water, fire, electricity, magnetism and other natural agencies are utilized by man.

Science 301 (J). General Science—Mr. Whitman.

Third year. Four class periods and four hours of preparation weekly.

This is primarily a subject matter course. Not only subject matter needed in teaching science in the elementary and junior high schools, but science matter which should be common knowledge of the average citizen living in a complex scientific age will be treated. The course covers a broader field and more advanced science than the earlier introductory courses of the freshman and sophomore years. The boundary lines of special sciences are disregarded. There will be field work, excursions, laboratory or demonstration work and special papers or projects. Two class periods with two outside periods weekly may be used as laboratory periods at the discretion of the instructor.

Science 401 (J). Professionalized Science—Miss Goldsmith.

Fourth year. Three class periods and three hours of preparation weekly.

A course in methods and material especially suited for junior high schools or grammar grades. In general plan it is like Science 202 (E) except that materials and all work is studied from the point of view of the junior high school.

Commercial Department

Science 101 (C). General Science—Miss Flanders

First year. Two class periods and two hours of preparation weekly.

The study of science in everyday life and of science in relation to the arts and industries. Students report on investigations or projects in addition to the formal class work. Many scientific principles involved in common processes are illustrated by demonstration.

Special Education Department

Science 401 (S). General Science—Mr. Whitman.

Fourth year. Two class periods and one hour of preparation weekly.

A course to prepare special class teachers (1) to handle apparatus and demonstrate before the class; (2) to suggest and guide pupils in using practical science in everyday activities of the home and immediate environment, and in the construction of scientific toys and useful devices. The work will center around such topics as air pressure, ventilation, compressed air, fire, home heating, elec-

tric current, electric wiring, electric devices, good lighting and common machines.

PHYSICAL EDUCATION

A gymnasium uniform is required of all women students. This may be purchased at a minimum cost after entrance to the school.

Elementary Department

Physical Education 101 (E, J). Miss Gourville.

First year. Two periods weekly in the gymnasium.

A course in all phases of physical education is given in the first year to improve the physical condition of the student. Attention is paid to individual needs, based on the physical and medical examination which is given at the opening of school. Particular emphasis is placed on game skills and team games. Material which is adaptable to elementary grades is also given.

Physical Education 102 (E, J). Personal Hygiene—Miss Gourville.

First year. One class period and one hour of preparation weekly.

The purpose of this course is to aid the student to form right habits of living and to gain some knowledge of the function and care of his own body.

Physical Education 201 (E). Miss Wallace.

Second year. Two periods weekly in the gymnasium.

One period a week is devoted to work which is for the benefit of the student herself, emphasis being placed on corrective exercises and on the learning of sports which may be followed in later life. In the second period, weekly, the student is given a comprehensive program of work in physical education for the first six grades, with methods and opportunity for practice teaching.

Physical Education 202 (E). Health Education—Miss Wallace.

Second year. One class period and one hour of preparation weekly.

A course which further aims to give the student a knowledge of the functioning and care of his own body, as well as the newest and best methods of presenting the subject of health to children of the elementary school. The study of communicable diseases, first aid treatment, and correct sanitation of a school building are included.

Physical Education 301 (E). Miss Wallace.

Third year. Two periods weekly in the gymnasium.

This course is a continuation of 201 E.

Physical Education 302 (E). Theory of Physical Education—Miss Wallace.

Third year. One class period and one hour of preparation weekly.

Theory of physical activities of school children, including forms of activities suited to each grade. Organization of program, methods of conducting contests, play days, etc.; community recreation, festivals, and pageants.

Physical Education 401 (E). Physical Recreation.

Fourth year.

Every student should be required during the fourth year to participate in some definite recreational formal or informal physical activity to the extent of at least two clock hours per week, after regular school hours. This can include major sports, hockey, baseball, soccer, etc., or minor sports and group games, hiking, or direct participation in the work of local Girl Scout, Camp Fire Girls, or Y. W. C. A. groups.

Junior High School Department

For a description of the Physical Education courses offered in the first year of the Junior High School Course, see the descriptions of courses offered in the first year of the Elementary Course as follows:

101 (E, J); 102 (E, J)

Physical Education 201 (J). Miss Gourville.

Second year. Two periods weekly in the gymnasium.

One period a week is devoted to work which is for the benefit of the student herself, emphasis being placed on corrective exercises and on the learning of sports which may be followed in later life. In the second period, weekly, the student is given a comprehensive program of work in physical education for the Junior High School, with methods and opportunity for practice teaching.

Physical Education 202 (J). Health Education—Miss Wallace.

Second year. One class period and one hour of preparation weekly.

A course which further aims to give the student a knowledge of the functioning and care of her body, as well as the newest and best methods of presenting the subject of health to children in the Junior High School. The study of communicable diseases, first aid treatment, and correct sanitation of a school building are included.

Physical Education 301 (J). Miss Wallace.

Third year. Two periods weekly in the gymnasium.

The type of work follows that of Physical Education 201 (J). Games, athletics, folk dances, and corrective exercises which are suitable for the child in the junior high school are given, with practice teaching of this work.

Physical Education 302 (J). Theory of Physical Education—Miss Wallace.

Third year. One class period and one hour of preparation weekly.

Theory of physical activities of school children, including forms of activities suited to each grade of the junior high school. Organization of programs, methods of conducting contests, play days, etc.; community recreation, festivals, and pageants.

Physical Education 401 (J). Miss Wallace.

Fourth year. Two periods weekly in the gymnasium.

Each student is given an opportunity to participate in team games and individual activities which are selected by her, as these periods are considered as recreational classes. Some emphasis will be laid on the conducting of contests, play days, or track and field meets.

Commercial Department

Physical Education 101 (C). Miss Gourville.

First year. One period weekly in the gymnasium.

The aim of this course is to provide the right kind of regular exercise throughout the school year, to stimulate a love of activity which shall continue after school years, and to develop the posture, physical poise, and alertness of mind and body which are so necessary in the equipment of a teacher.

Physical Education 102 (C). Personal Hygiene—Miss Gourville.

First year. One class period and one hour of preparation weekly.

The purpose of this course is to aid the student to form right habits of living, and to gain some knowledge of the function and care of his own body.

Physical Education 201 (C). Miss Gourville.

Second year. One period weekly in the gymnasium.

See Physical Education 101 (C).

Physical Education 301 (C). Miss Gourville.

Third year. One period weekly in the gymnasium.

The work of 101 (C) is continued with opportunities for teaching organized games and sports.

Physical Education 401 (C). Miss Gourville.

Fourth year. One period weekly in the gymnasium.

See Physical Education 301 (C).

Physical Education 401 (S). Miss Gourville.

Fourth year. One class period and one hour of preparation weekly.
Physical activities appropriate for special class children.

BUSINESS AND SOCIAL-BUSINESS

Shorthand

Shorthand 101 (C). Gregg. Introductory Course—Miss Edwards.

First year. Four class periods and four hours of preparation weekly.
Aims: To train students to read shorthand notes fluently and to transcribe them accurately; to develop habits which make for efficiency in taking dictation; and to build up a vocabulary usable at the rate of sixty words a minute.
(For conditional substitute for this course, see Typewriting 101a and Office Training 101.)

Shorthand 201 (C). Gregg. Advanced Course—Miss Edwards.

Second year. Three class periods and three hours of preparation weekly.
Aims: To drill on fundamentals; to develop a word-carrying capacity; to train the student to write from dictation from one hundred to one hundred twenty-five words a minute, and to read back or transcribe accurately.

Shorthand 401 (C). Gregg. Methods Course—Miss Edwards.

Fourth year, first semester. Two class periods and two hours of preparation weekly.
Aims: To discuss methods of teaching shorthand, of handling dictation and speed practice, of correlating shorthand and typewriting through transcription; to help students become acquainted with text books, readers, books of dictation material, and prognostic and diagnostic tests and charts; to work out suggestive course of study; to develop type lesson plans and demonstrate their use before the class.

TYPEWRITING

Typewriting 101 (C). Foundation Course for Beginners—Miss Badger.

First year. Four class periods weekly.
Aims: To make of each student an accurate touch operator by giving a thorough knowledge of the keyboard and of the use of the various parts of the machine, and by teaching him to write rhythmically. During the last quarter accuracy tests are given.
(For conditional substitute for this course, see Typewriting 101a and Office Training 101.)

Typewriting 101a (C). Miss Badger.

First year. Two class periods weekly.
Aims: To develop an efficient typewriting technique; to develop ideals and ability in arrangement; and to give a considerable amount of practical experience.
(A conditional substitute, with Office Training 101, for Shorthand 101 and Typewriting 101.)

Typewriting 201 (C). Advanced Course—Miss Badger.

Second year. Three class periods and one hour of preparation weekly.
Principal objective: Further development of typing power. Practical problems are presented, including projects in letter arrangement, literary matter, statistics, legal documents, and related office practice. Special attention is given to speed with accuracy and transcription from shorthand notes.

Typewriting 401 (C). Methods Course—Miss Badger.

Fourth year, second semester. Three class periods and two hours of preparation weekly for twelve weeks. This course is required of the secretarial group. The business group may elect it if their program permits.

TYPEWRITING ROOM

This course discusses the work of Typewriting 101 and Typewriting 201 from the professional viewpoint. General methods are considered; text books are examined and criticized; courses of study, adapted to different groups of students, are planned.

OFFICE TRAINING

Office Training 101 (C). Office Appliances—Miss Badger.

First year. Four class periods and two hours of preparation weekly.

Students entering with satisfactory knowledge and skill in shorthand and typewriting may substitute this course with Typewriting 101a for Shorthand 101 and Typewriting 101.

Aims: To give the student facility in operating office appliances such as the multigraph, the typesetter, the adding and calculating machines, the dictaphone, the mimeograph and the mimeoscope. A six weeks' course in the operation of the stenotype is also given.

Office Training 311 (C). Machine Operation—Miss Edwards.

Third year, first semester. Two class periods and one hour of preparation weekly. Bookkeeping group.

Methods of operating the common office machines such as the various kinds of calculating and duplicating machines.

Office Training 312 (C). Office Training—Miss Edwards.

Third year, second semester. Six class periods and three periods of preparation weekly. Secretarial group.

Methods of operating office machines; instruction and practice in the common methods of filing; training and experience in general office work.

Office Training 411 (C). Secretarial Technique—Miss Edwards.

Fourth year. Four class periods and four hours of preparation weekly during the first semester; two class periods and two hours of preparation weekly during the second semester. Secretarial group.

This course gives the student a chance to meet the problems of the secretary with the aid of shorthand, typewriting, and machine operation. It also helps the student plan a course in Office Training for small high schools.

ACCOUNTING

Accounting 101 (C). Introductory Course—Mr. Phillips and Miss Roberts.

First year. Three class periods and three hours of preparation weekly.

Aims: To teach the elementary principles of accounting and the routine of bookkeeping, and to develop an appreciation of business situations and problems. The class will be divided into two sections according to their preparation, and those who have studied the subject previously will be required to do advanced work.

Accounting 201 (C). Advanced Course—Mr. Phillips.

Second year. Three class periods and three hours of preparation weekly.

Special attention is given to principles underlying the construction of accounts and their classifications, and the preparation and interpretation of business statements to show condition and progress of the business. The application of accounts to varied lines of work, elements of cost accounting and variations due to form of organization are studied.

Accounting 301 (C). Problems in Principles: Methods of Presentation—Mr. Phillips.

Third year, first semester. Three class periods and three hours of preparation weekly.

Aim: To organize the content of bookkeeping suitable for high school courses; to develop a teaching viewpoint and to study methods of presentation as given in various texts.

Accounting 311 (C). Elementary Accounting—Mr. Phillips.

Third year, second semester. Four class periods and four hours of preparation weekly. Business group.

A comprehensive study of balance sheets and statements of various kinds; a detailed consideration of assets and liabilities, depreciation, reserves, surplus, capital and revenue expenditures, statements of affairs, deficiency account, realization and liquidation statements; also the study of accounts of non-trading concerns as societies, clubs, etc. The course includes also a study of the problems, methods, and aims of teaching bookkeeping in the high school.

Accounting 411 (C). Advanced Accounting—Mr. Phillips.

Fourth year. Three class periods and three hours of preparation weekly.

A study of factory cost findings illustrating production records and their significance to business executives; work in the preparation of technical manufacturing reports and statements.

Salesmanship

Salesmanship 201 (C). Retail Selling—Miss Roberts.

Second year, first semester. Three class periods and three hours of preparation weekly.

The study of merchandise, store system, store practice, business ethics, employment problems; drill in fundamental operations of selling.

Students will participate in actual selling, in approved stores, during the month between Thanksgiving and Christmas. It is recommended that, when possible, students obtain a month or more of selling experience before taking up the course.

Salesmanship 311 (C). Advanced Salesmanship—Miss Roberts.

Third year, first semester. Two class periods and two hours of preparation weekly. Elective.

Aims: To develop the fundamental principles of salesmanship and to show their application; to study the relation of advertising to the sales department, other departments, and the business as a whole; to study merchandising materials and their relation to the salesperson and the consumer.

Salesmanship 312 (C). Selling Courses in High Schools—Miss Roberts.

Third year, second semester. Two class periods and two hours of preparation weekly. Elective.

Aims: To give familiarity with the sources of information on retail selling and with the prevailing and approved methods of teaching retail selling in high schools; and to study the problem of co-ordinating the theoretical work of the classroom with practical work in stores.

Social-Business

Business 101 (C). Business Experience.

A minimum of eighteen weeks of full time employment in business under conditions acceptable to the school. The requirement may be met by three six-week periods of employment during the vacations following the freshman, sophomore, and junior years; or by two nine-week periods in any two of these vacations.

Business 301 (C). Business Organization and Administration—Mr. Phillips.

Third year, first semester. Three class periods and three hours of preparation weekly.

The study of business as a science; forms of business enterprise; functional divisions of production, sales, accounting and finance; problems of management, labor, and its reward; types of internal organization.

Business 302 (C). Business Training for the Junior High School—Mr. Phillips.

Third year, second semester. Two class periods and two hours of preparation weekly.

Aim: To familiarize students with aim, scope and content of business training adapted to the junior high school.

Business 303 (C). Elements of Banking—Mr. Phillips.

Third year, first semester. Three class periods and three hours of preparation weekly.

The economic service of banks and banking systems; classification of banks; the Federal Reserve system; foreign exchange and credit; the detailed study of the internal organization and procedure of a typical bank.

Business 401 (C). Commercial Law—Mr. Phillips.

Fourth year, first semester. Three class periods and three hours of preparation weekly.

An inductive study of the application of the principles of justice to ordinary commercial relationships, aiming to develop a judicial habit of mind in the consideration of business affairs, and to acquaint the student, by the use of the case method, with interpretations governing business relationships.

Business 411 (C). Marketing and Foreign Trade—Mr. Sproul.

Fourth year, first semester. Three class periods and three hours of preparation weekly. Business group.

A study of the problems involved in theory and practice, with the means and methods in current use; present tendencies.

The work in foreign trade is intended to acquaint the student with the fundamentals and with foreign trade documents.

Business 412 (C). Transportation—Mr. Sproul.

Fourth year, second semester. Three class periods and three hours of preparation weekly for twelve weeks. Business group.

Aims: To develop a general idea of the importance of transportation to all business activity; to state the problems involved, and to study how they are being met; to study the relations of the railroads to the shipping public, the development of our railroad systems, classifications, rates, Interstate Commerce Commission.

Business 413 (C). High School Extra-Curricular Activities—Mr. Phillips.

Fourth year, second semester. Two class periods and two hours of preparation weekly. Business group.

Presents the problems involved in the sponsoring of various high school activities requiring financial support. It covers such activities as the planning for and the budgeting of year-books, school periodicals, athletic programs, student clubs, concerts and entertainments, including money-raising projects.

THE MANAGEMENT OF THE TEACHERS COLLEGE

Students in an institution for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders. They do not withhold advice, admonition and reproof, when needed; but their relations in these respects are usually with individuals instead of with classes, and are of the most helpful and generous nature. Those students who, after full and patient trial, are found unable to exercise self-control and unworthy of confidence, are presumed to be unfit or unlikely to become successful teachers, and will be removed from the college. Others, also, who through no fault of their own, but in consequence of conspicuous inaptitude, or physical or mental deficiencies,

are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the college are referred for consideration to the council. This is a representative body, consisting of the president, three other members of the faculty, and members chosen by each of the several classes. Thus the students, through their representatives, have a voice in the management of the institution, and also assume their share of the responsibility for its success.

Regulations

1. Regular and prompt attendance at all sessions of the college is expected of every student. Those who find it necessary to be absent for more than a single day should so inform the president. For all avoidable absence—including that for teaching as substitutes—the permission of the president must be obtained in advance.
2. Students who are withdrawing from the college must inform the president of their decision, and must return all the books and other property of the institution which are charged to them.
3. Any property of the college which is lost or seriously injured by students must be paid for by them.
4. Although the college has no dormitories, it recommends to students who are to live away from their homes, houses in Salem where board and room may be obtained at reasonable prices. These houses, in addition to being suitable in other respects as homes for students, meet the following conditions which are prescribed by the State Department of Education: They receive no boarders other than students and instructors of the teachers college; the same house does not receive both men and women students; the number of students in each house is limited to a small family group.

All students who board away from their homes during their membership in the college are required to live in the houses recommended by the president. Exceptions to this rule are made for those whose parents wish them to live with relatives or intimate personal friends, but in such cases the parents must first inform the president of the college of the circumstances, in writing, and receive his approval. No final arrangement for board or room may be made without the previous consent of the president. No change in room or in boarding place may be made by any student without the previous approval of the president.

Students living in groups in approved houses are expected to form habits which are to the advantage of their own work and that of their companions. The hours from seven to nine-thirty in the evening from Monday to Thursday, inclusive, should be observed as a period of study. Exceptions to this rule should be made only with the previous approval of the president. Except under unusual conditions, lights should be out by ten o'clock. If students find it necessary, for any reason, to be absent from the house on any evening they should inform their landladies of their plans. Boarding students may not be absent from the city over night without the consent of the president.

Those persons who receive our students into their homes, must, of necessity, assume responsibility for their conduct in the same measure as would be required of teachers or matrons in charge of school dormitories. They are therefore expected to report to the president any impropriety of conduct on the part of students which ought to be known by him or any behavior of theirs which would be considered improper in a well-regulated dormitory.

EXPENSES, AID, LOAN FUNDS AND SCHOLARSHIPS

The following paragraphs indicate as nearly as possible the regular expenses which each student must plan for in an annual budget:

There is an annual fee of $50. Of this amount $25 must be paid at the opening of college in September, and $25 on February 1st. At the Massachusetts School of Art the fee is $75 a year, payable $40 in September and $35 on February 1st, with this exception that the students in the Teacher Training Course of this school during the junior and senior years pay $25 each semester instead of $75 for the year.

Non-residents of Massachusettts are required to pay an additional fee of $125 at the beginning of each semester. For non-residents attending the School of Art this additional fee is $150 payable upon registration in September, and $125 payable on February 1st.

All payments must be made strictly in advance, without the presentation of bills.

Students must meet the expense of all necessary textbooks and supplies.

The expense of room and board for two students rooming together, within easy distance of the college, is from eight dollars each per week upward.

School Restaurant—A restaurant is maintained in the building, in which is served at noon each school day a good variety of wholesome and attractive food at very reasonable prices.

State Aid—To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, financial aid is furnished by the State to a limited extent. Applications for this aid must be made in writing to the president, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This money is received at the end of each half of the school year.

Scholarships and Loan Funds—Through the generosity of members of the faculty and graduates of the institution the following funds have been established, the interest of which may be used as scholarships for the purpose of helping students to meet their expenses while continuing their studies in the college:

Susan Marvin Barker Scholarship Fund
Walter Parker Beckwith Scholarship Fund
Ella Franklin Carr Memorial Fund
Alpheus Crosby Memorial Fund
Ellen Maria Dodge Scholarship Fund
Richard Edwards Memorial Association Fund
Daniel Barnard Hagar Memorial Fund
Haverhill Salem Normal Club Scholarship Fund
Harriet Laura Martin Memorial Fund
The Scholarship Fund of the Pitman Classes

The total amount of these funds is now nearly twenty thousand dollars. The president and the alumni associations will be glad to receive and credit to their respective funds such contributions as graduates and friends of the school may be disposed to make.

It is also possible to obtain loans while attending college. Students may borrow reasonable sums of money with which to meet their expenses during their connection with the institution and repay such loans after they have graduated.

Applications for scholarships and loans should be made to the president.

EMPLOYMENT OF GRADUATES

Although the teachers college can assume no responsibility for securing positions for its graduates, every reasonable effort is made to aid those students who have maintained thoroughly good records in both the college and the training school to secure positions.

The president is frequently called upon to recommend for desirable positions teachers who have had a considerable amount of experience. For this reason correct information from the alumni regarding changes in their positions and salaries is of the greatest importance to them in securing, through the college, opportunities for professional advancement.

The co-operation of school officials in keeping the president informed as to the success of the graduates is greatly appreciated by him.

SCHOLARSHIPS FOR GRADUATES

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in Harvard College who are graduates of any reputable teachers college in the United States.

Practically all New England colleges give suitable credit to graduates of the teachers college for courses taken here. Teachers College of Columbia University, also is liberal in its attitude towards our alumni who go there for advanced professional study.

NOTICES TO SCHOOL OFFICIALS

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the college, to inspect the buildings and equipment, or to attend the exercises in its classrooms or training school at any time and without ceremony. The office is open throughout the summer vacation.

Superintendents and other school officials are requested to send to the president copies of their reports, directories, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

GENERAL INFORMATION

Historical Sketch

The State Teachers College at Salem was opened to students September 12, 1854. It was the fourth teachers college established by the State of Massachusetts. Its first building stood at the corner of Broad and Summer Streets. This was enlarged and improved in 1860, and again in 1871. After twenty-five years the accommodations proved inadequate to meet the increased demands upon a modern teachers college, and an appropriation was made by the Legislature for a new building, which was first occupied by the school December 2, 1896. A new training school building was occupied for the first time December 2, 1913. The site, buildings and equipment represent a value of approximately one million dollars, and it is believed that the Commonwealth here possesses an educational plant as complete and convenient as any of its kind in this country.

Decorations

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of their refining and educative value. There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly, and inferior type of decoration so often seen. The teachers college has many pictures and casts, the gifts of the students, the faculty, and other friends of the school. All these have been selected with great care and artistic judgment so that the whole is harmonious.

The Teachers and Students

The school during its history has had five principals and one hundred forty-two assistant teachers. The development of the training schools began in 1897, and with them one hundred nine persons have been connected as teachers. Twenty-five teachers are now required in the teachers college and fourteen in the training school.

More than ninety-nine hundred students have attended the school.

The Location and Attractions of Salem

Salem is on the main line of the eastern division of the Boston and Maine Railroad system, connecting with the Saugus branch at Lynn. It is also accessible by electric railway and bus service. Students coming daily to Salem on Boston and Maine trains can obtain monthly tickets at half price.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both seashore and country, in the neighborhood, is exceedingly attractive. There are many libraries, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access is free. Lectures are frequent and

inexpensive. The churches of the city represent all the religious denominations that are common in New England.

LECTURES AND CONCERTS

The regular courses of instruction are supplemented and enriched by lectures and concerts which are given frequently throughout each year. The following is a partial list of those given during the past year and is suggestive of what is offered:

Commencement address 1932	
"Something About Human Nature"	Dr. Livingston C. Lord
The Orient	Mr. Ewing Adams
Education and Disarmament	Dr. Augustus O. Thomas
Lecture	Dr. Ambrose L. Suhrie
The Child	Dr. C. A. Bonner
The Adult	Dr. C. A. Bonner
Community Resources and Responsibilities	Miss Sybil Foster
Concert	Hampton Institute Quartette
Second Migration	Dr. Ernest Butterfield
Present Tendencies in Latin America	Mr. Ruhl J. Bartlett
Some Polar Experiences with Byrd	Mr. Norman D. Vaughan
How To Be Successful	Dr. Charles E. Barker
An Hour with MacDowell	Mr. Charles Frederick Whitney Mr. Pemberton Hale Whitney
Emotional Stability	Mr. Samuel W. Grafflin
Tuberculosis Prevention	Dr. Fredericka Moore
Commencement Address 1933	
"Better Schools For Better Times"	Mr. Frank W. Wright
Lincoln, The Prophetic American	Dr. Edward Howard Griggs
The Place of Mental Hygiene in Education	Dr. Henry B. Elkind
The Todd Lecture, 1933	Dr. George E. Vincent
Mutual Savings Banks	Hon. Harry P. Gifford
Australia	Captain Osborne
International Relations	Mr. Leonard W. Cronkhite
Lectures on South Africa	Dr. Florence M. Snell

Picture Exhibitions and Lectures

For several years the college has been utilizing the reflectoscope, the stereopticon, and the motion-picture machine to attain educational ends. Nearly every subject taught in the college is served by these pictures. The fields of geography are particularly well covered. Talks on the pictures as they are shown are given usually by members of the faculty, but occasionally they are given by students or lecturers from outside the college.

Student Organizations

In order to promote a spirit of unity and good fellowship, to insure student participation in problems of general interest in the college, and to provide means for extended study along lines of individual interest, various clubs and associations have been established. Each organization elects its officers from its own membership and has also a faculty adviser. The following is a list of the organizations and a statement of their aims:

The Art Club is comprised of pupils of the college who desire to pursue the study of art to a more advanced degree than the prescribed courses permit. At the regular meetings work is done along industrial lines, and in the fine arts. There are walks for the study of various types of architecture; visits to the Museum of Fine Arts and studios in Boston; sketching trips during the spring months; and a course of lectures is arranged for each season.

The John Burroughs Club, primarily intended for seniors, is organized for those particularly interested in nature work. Field trips, excursions to

museums, greenhouses and gardens, talks on nature subjects, the making of such articles as bird feeders or nesting boxes, all form a part of the activities.

The Camera Club offers an opportunity for practical photographic work. Its members get experience in exposure and in negative and print making. Home portraits, silhouettes, flash lights, enlarging and copying are among the types of work undertaken. Excursions are made for practice in selection of subject matter and in exposure. One or more exhibits of prints made by club members will be held each year.

The Geography Club programs are presented by members of the club, and are of a distinctly geographic nature. Trips to foreign quarters in nearby cities and attendance at musical or dramatic productions which offer vivid pictures of foreign life, are two of the other prominent activities of the club.

International Relations Club. Organized under the auspices of the Carnegie Endowment Fund for International Peace, the International Relations Club of the State Teachers College at Salem is one of many such clubs in universities, colleges and normal schools throughout the world. Every year some speaker of renown is sent by the Endowment Fund to confer with members of the club on important problems of the day. Books and pamphlets are also supplied to aid the members in their serious study of world affairs. Every spring in some New England college a sectional Model Assembly of the League is assembled. Delegates from this club attend. Upper classmen of approved academic standing are eligible.

The Girl Scout Club is planned not only to acquaint girls with scout activities which are of present interest to them but to help them to prepare for scout leadership when they become teachers. Club membership is open to all girls whether or not they are already girl scouts.

The Musical Clubs. A glee club, selected by competition, rehearses weekly, sings at various entertainments of the college, and gives an annual concert. An orchestra is also one of the musical activities of the college.

The Students' Co-operative Association, which automatically includes all students and faculty members, is for the purpose of promoting a friendly co-operation in all relations of college life. Representatives from all classes and the faculty, together with the customary officers, form a council which suggests and directs the activities of the entire body, while details of the work are carried out by various committees.

The Tri Mu is not a secret society as it is open to all boarding students. It was originally organized to promote social activities among the boarding students. Now it also functions as a means for handling any problems relating to the boarding students' welfare.

The Women's Athletic Association is open to all the women students of the college. Its objects are: To create an interest in athletics among the women of the school; to set high standards and ideals and to promote good sportsmanship in all activities; to conduct contests and give awards.

The Men's Athletic Association is for the promotion of health and good fellowship. Basketball is the special interest of the association. Interclass games and an annual game of basketball within the alumni followed by a banquet and dancing are customary. The schedule of games with other institutions is limited.

REGISTER OF STUDENTS

1932-1933

GRADUATES — CLASS CXVIII — JUNE 17, 1932

Elementary Course—Three Years

Appelbe, Harriett Maude	East Lynn
Barron, Anna Mary	South Hamilton
Barry, Agnes Claire	Lynn
Benton, Emma Thelma	Everett
Bradley, Thelma Coombs	Chelsea
Burke, Elisabeth	Lynn
Ciani, Carolina Vivien	Cambridge
Ciolek, Gertrude Barbara	Ipswich
Cohen, Dora	Chelsea
Connolly, Mary Theresa	Peabody
Conroy, Madeline Patricia	Everett
Conway, Charlotte Mary	Lynn
Corcoran, Frances Natalie	Lynn
Curtis, Barbara Ellen	Gloucester
D'Agostino, Lena	East Boston
Driscoll, Gladys Rose	Chelsea
Dunne, Mary Lorrette	Lynn
Evans, Priscilla Adele	Lynn
Fingold, Florence	Chelsea
Finlayson, Hazel Adeline	Winthrop
Freedman, Fannie	Chelsea
Frevold, Edna Bergetta	Malden
Ginsberg, Lillian Elizabeth	Dorchester
Greenberg, Mildred	Lynn
Hamilton, Ada May	Saugus
Heifetz, Helen	Chelsea
Houlihan, Helen Alice	Peabody
Jacobson, Thelma Irma	Malden
Keyes, Ruth Louise	Danvers
Knox, Marjorie Pauline	Saugus
LeBoeuf, Janet Marie	Salem
Levitt, Eva	Beachmont
Levy, Carol Toby	Malden
Lewis, Ruth	Chelsea
Linsenmeyer, Theresa Frances	Lynn
MacKinnon, Florence Lillian	Winchester
MacKinnon, Helen Alda	Winchester
Maloney, Doris Elizabeth Claire	South Peabody
Manuel, Ruth Wilma	Lynn
Mazer, Ida Pauline	Chelsea
McCourt, Agnes Elizabeth	Salem
Moses, Dorothy Esther	Malden
O'Donnell, Eleanor Joan	Salem
Palmer, Anna Margaret	Everett
Parmenter, Hazel Evelyn	Everett
Polansky, Irene Beatrice	Melrose
Protzman, Dorothy Barbara	Revere
Quinlan, Helen Mary	Peabody
Rando, Concetta Julia	Lynn
Ranta, Lillian Johanna	Peabody
Rutstein, Selma Charlotte	Chelsea
Savage, Thelma Martha	South Peabody
Sheehan, Helen Marie	Chelsea
Spofford, Marion Louise	Saugus
Stanley, Martha	Beverly
Sweeney, Mary Agnes	Peabody
Towne, Lucy Almira	East Lynn

Voorhees, Dorothy Marie	Lynn
Wells, Mary Priscilla	Lynn
Wendell, Violette Pauline	Lynn
Zion, Annette	Brookline

JUNIOR HIGH SCHOOL COURSE—THREE YEARS

Aisner, Eleanor	Revere
Bagnulo, Irene Anna	Medford
Belknap, Wilhelmina Frances	Medford
Bernard, Mary Katherine	Gloucester
Bickford, Jean Chamberlain	Lynn
Blanchard, Elizabeth Louise	East Lynn
Boyle, Margaret Mary	Revere
Callum, Ada Zelda	Cambridge
Capone, Elsie Constance	Somerville
Carleton, Frances	North Beverly
Carroll, Katherine Marie	Salem
Cogswell, Louva Frances	Somerville
Coleman, Eileen Katheryn	Beverly
DiGiusto, Irma Louise	Somerville
Donovan, John Joseph	Lynn
Dudley, Carolyn	Swampscott
Evans, Marjorie Hollett	Lynn
Foley, William James	Salem
Goldsmith, Desire	Salem
Gutman, Annie	Beverly
Hamilton, Glory	Beverly
Herlihy, Ruth Marie	Somerville
Herwitz, Martha Louise	Swampscott
Kobos, Sophie Gertrude	Ipswich
Lamprey, Elizabeth Wesson	Greenwood
Lemaire, Marjorie Ethel	Lynn
Linskey, Miriam Eilene	Salem
Maselli, Mary Jane	Revere
McCarthy, Mary Veronica	Somerville
McNulty, Julia Veronica	Somerville
Morse, Bessie Howland	Beverly
Murphy, Edward Joseph	Beverly
Paskowski, Theresa	Salem
Peabody, Priscilla	Beverly
Pierce, Julia Josephine	Lynn
Poleschuck, Ida Vivian	Lynn
Powers, Alice Evangeline	Cambridge
Ready, Wilhelmina Caroline	South Hamilton
Richardson, Margaret Conway	Beverly
Rogers, Dorothy May	Lynn
Rogers, Helen Marie	Lynn
Sherry, Genevieve Anne	Danvers
Simons, Ruth Katherine	Beverly
Spediacci, Nelda Frances	Lynn
Stanwood, Elizabeth Natalie	Gloucester
Sullivan, Eleanor Mary	Lynn
Sweeney, Katherine Louise	Andover
Theriault, Lucille Marie	Salem
Toomey, Mary Elizabeth	Revere
Williams, Mary Leocadia	Danvers
Zylka, Stella Stephanie	Ipswich

COMMERCIAL COURSE—FOUR YEARS

Altieri, Virginia Frances	Newton
Baranowski, Sophie Bernada	Easthampton
Chaisson, Anne Elizabeth	Norwood
Cohen, Israel	Salem
Conley, Mary Patricia	Danvers
Connelly, Catherine Bernice	Jamaica Plain

Donahue, Helen Theresa	Lawrence
Ernst, Dorothy Ruth	Gloucester
Goldman, Elizabeth	Lynn
Goren, Rose	Dorchester
Henderson, Helen Adelaide	Orange
Horrigan, Mary L. C.	Gardner
Kiember, Alice Anna Mary	Holyoke
Lucia, Dorothea Belinda	Marblehead
Macdonald, Marion Nunn	Gloucester
McCarthy, Richard Aidan*	Ayer
Muniz, Roland Francis	Gloucester
Murphy, Evelyn Anne	Gloucester
Powers, Catherine Alice	Gloucester
Rose, Mildred	Gardner
Russin, Mamie	Hudson
Santamaria, Catherine	Revere

Special Education Course

Certificate for One Year's Work

Curry, Frances Regina	Charlestown
Duffy, Katharine Jeanette	Wenham
Falvey, Laura Patricia	Charlestown
Fowler, Hazel Mae	West Newbury
Meade, Frances Aloyse	New Bedford

Diploma for Three-Year Course

Cairns, Ursula Hepzybeth	Somerville
Johnson, Marjorie Rebecca	Amesbury
Messinger, Rose	Peabody
Schofield, Mary Ruth	Somerville
Sykes, Bertha Mildred†	Medford

Bachelor of Science in Education Degree

Kennedy, Grace Magdalen	Lawrence
Lemaire, Maude Marion	East Lynn

MEMBERSHIP FOR THE YEAR 1932-1933

ELEMENTARY DEPARTMENT

Senior Class

Adleberg, Anne Patricia	Lynn
Bissett, Mildred Blanche	Lynn
Blackwood, Alice Annette	Medford
Brooks, Pauline Jane	Cambridge
Buccelli, Philomena Mary	Somerville
Butler, Thelma Elizabeth	Somerville
Cameron, Eleanor	Saugus
Castle, Catherine Frances	Boston
Chase, Margaret Louise	Saugus
Chick, Doris Mae	Wakefield
Cooper, Evelyn Pearl	Beach Bluff
Cunningham, Margaret Mary	South Boston
Daniels, Anita Eilene	Rowley
Dimlich, Erma Augusta M.	Methuen
Doran, Anna Jeannette	Charlestown
D'Ovideo, Olga-Mary Grace	Lynn
Dullea, Hazel Gertrude	Swampscott
Feldman, Celia	Chelsea
Fisher, Louise Parkhurst	Revere

*Completed under auspices of University Extension as of Class of 1920.
†Diploma to be conferred when prescribed work has been completed.

Fleming, Ann Elizabeth	Salem
Gaudet, Rena Mary	Lynn
Gershaw, Anna	Lynn
Gesner, Dorothy Agnes	Everett
Gordon, Helen	Lynn
Hill, Miriam Louise	Lynn
Johnson, Mildred	Arlington
Kane, Eleanor Marjorie	Peabody
Kelly, Louise Mary	Beverly
Langan, Veronica Catherine	Peabody
Lebman, Dorothy	Newburyport
Litchman, Dorothy Bartlett	Marblehead
Lord, Margaret Fellows	Ipswich
MacDonald, Frances Marguerite	Peabody
Manuel, Edith Estella	Lynn
Maybush, Rose	Cambridge
McCormick, Phyllis Edwina	Rowley
Mongeau, Yvonne Laura	Lynn
Moran, Marguerite Louise	Peabody
Parsons, Carolyn Eleanor	Newburyport
Pritchard, Marian Elizabeth	Franklin Park
Revaleon, Suzanne Elizabeth	Cambridge
Riley, Eleanor Ruth	Lynn
Ross, Frances Adella	Ipswich
Rossetti, Gilda Olga	Everett
Saberlinsky, Sophie	Haverhill
Silva, Mary Rita	Peabody
Smith, Alice Chase	Bradford
Suldenski, Nellie	Salem
Sutkus, Catherine Eleanor	Somerville
Talbot, Ruth Evelyn	Beverly
Wilder, Hazel Jean	Wakefield
Wilson, Florence Louise	South Essex

Sophomore Class

Andelman, Ruth Leah	Cambridge
Anderson, Helena Beatrice	Chelsea
Bates, Eleanor Mary	Somerville
Berkeley, Margaret Theresa	Cambridge
Billings, Frances Louise	East Lynn
Boyajian, Flora	Melrose
Boyd, Gwendolyn Ada	Lynn
Butters, Jean	Greenwood
Cann, Mildred Louise	Danvers
Chorlian, Lillian Elsie	Revere
Cleverly, Ruth Gertrude	Dorchester
Condon, Helen Elizabeth	Lynn
Connor, Marguerite Elizabeth	Brighton
Cooney, Carolan Pauline	Danvers
Davis, Alice Lucille	Somerville
DiBattista, Eletta	Revere
Dillon, Mary Rose	Everett
Donnine, Doris M.	Somerville
Durgin, Alice Merrill	Danvers
Fitzpatrick, Alice Catherine	Somerville
Flint, Olive Atwood	Beverly
Gauld, Cora Elizabeth	West Gloucester
Gaunt, Rowena Mildred	Holyoke
Gibbons, June Dorothy	Melrose
Gilman, Eleanor L.	Chelsea
Glugeth, Lillian	Arlington
Goldthwait, Ruth Alice	Everett
Gouzoules, Christine	Lynn
Holmes, Frances Christina	Lynn
Hooker, Dorothy Anne	Cambridge

Johnson, Mary Elizabeth	Gloucester
Kadis, Marion Edith	Somerville
Keith, E. Lorraine	Revere
Key, Regina Barbara	Cambridge
Laitinen, Louise Eleonora	Peabody
Leavitt, Ruth	Lynn
Licciardello, Rose Irene	Lawrence
Maloney, Anna Ruth	Wakefield
Marcus, Ruth Dorothy	Revere
Marshall, Charlotte Rigby	West Newbury
McEachern, Florence	Rockport
McKenna, Bernice Mildred	Boston
McKinnon, Dorothy A.	Malden
McNulty, Eleanor Joan	Roslindale
Millay, Mary Alma	Lynn
Morson, Clara Ellen	Wenham
Moses, Ruth Elizabeth	Malden
Murphy, Anna Catherine	Lynn
Okerson, Ruth Boynton	Rockport
Osborne, Elizabeth Proctor	Peabody
Palmer, Ruth Emogene*	Lynn
Pierotti, Mary Julia	West Everett
Rand, Lois Althea	Danvers
Richardson, Christine Winter	Gloucester
Rosenbaum, Gladys	Revere
Rudenstein, Bella	Malden
Russell, Helen Weston	Greenfield
Russell, Mary Eleanor	Revere
Scanlon, Mary Kathleen	Somerville
Shaughnessy, Mary Alice	Malden
Shea, Eunice Catherine	Saugus
Snow, Laura Melissa	Cliftondale
Solar, Gertrude Anna	Lynn
Solomon, Mildred	Salem
Southwick, Ruth Lavinia	Salem
Spirito, Genevieve Caroline	Lynn
Stanley, Barbara Larcum	Marblehead
Webb, Marian Cole	Beverly
Wellington, Helen Marjorie	Somerville
Wells, Marion	Saugus
White, Rita Patricia	Revere
Worthylake, Mary Thelma	Beverly

Freshman Class

Adams, Muriel Florence Patricia	West Somerville
Allen, Amy A.	Beverly
Allen, Frances Elizabeth	Waltham
Bartell, Cyrena Dorothy	Dorchester
Betts, Linda Cameron	Belmont
Bradley, Mary Agnes	Boston
Brown, Catherine Frances	West Somerville
Buker, Erma Elnora	Everett
Cannon, Janet Gertrude	Somerville
Cargill, Kathryn Jeannette	Melrose
Carter, Mary Katherine	Arlington
Coady, A. Grace*	Somerville
Crotty, Mary Teresa	Somerville
Cunningham, Anne Mary	Cambridge
Curcio, Mildred Pauline	Medford
Del Rossi, Lucy	East Boston
Dennison, Ada Gertrude	Lynn
Donovan, F. Madeline	East Lynn
Franzen, Elsa Maria Helena	Lynn
Girard, Geraldine Veronica	Lynn

*Was a member of the school less than one-half of the year.

Givan, Emma Burlingame	Somerville
Goldman, Florence Gertrude	Dorchester
Granger, Ruth Vivian	Lynn
Grossman, Jeanne Jennie	Mattapan
Hagan, Ethel	Revere
Hanley, Marie Agnes	Peabody
Johnson, Grace Lydia	Amesbury
Johnson, Mabel Antoinette†	Winthrop
Landall, Dorothy Marie	Beverly
Lewis, Harriette Anita	Beverly
Lunn, Ruth Emily	Beverly
MacLean, Elizabeth Ruth	Lynn
Mahler, Eleanor Laverna*	North Plymouth
McGlew, Eleanor Gertrude	Newburyport
Mello, Alice Loretta	Somerville
Mello, Gloria Leonora	Somerville
Michaels, Mary	Salem
Miller, Nettie†	Dorchester
Mullen, Marie Elizabeth	Lexington
Murphy, Margaret Mary	Lynn
Murphy. Rosamond Ann	Danvers
Nelson, Sara	Revere
O'Rourke, Mary Agnes	Cambridge
Plevinsky, Anne Harriet*	Haverhill
Posner, Ethel	Everett
Preble, Winnifred Elma	Marblehead
Rain, Anna Evelyn	Lynn
Riker, Edythe Atherton	Somerville
Ryan, Katherine Anne	Salem
Seaman, Dorothy	Revere
Simms, Gertrude Ellen	West Lynn
Swanson, Helen Christina	Everett
Sweeney, Mary Catherine	Somerville
Terry, Lillian Rita	N. Cambridge
Timms, Helen Muriel	Boston
Walsh, Kathleen Imelda	Dorchester
Wells, Marjorie Gladys	Lynn
White, Ruth Elta	West Somerville
Wiley, Constance Potter	Malden
Wyeth, Margaret	Amesbury

JUNIOR HIGH SCHOOL COURSE—THREE YEARS

Senior Class

Assenza, Rose	Wakefield
Bailey, Thelma Lucille	South Hamilton
Berry, Freda	Dorchester
Blythe, Doris Mae	Malden
Brooking, Irene Ruth	Salem
Callahan, Ann Elizabeth	Salem
Conery, Helen Cecilia	Prides Crossing
Conway, Marion Elizabeth	Lynn
Crowell, Margaret Marie	Beverly
Dillon, Anna Marie	Malden
Donnell, Sarah Louise	Salem
Douglass, Gladys Marie	Wakefield
Dutra, Marian Emelia	Belmont
Eaton, Leverett Gordon	Danvers
Fink, Florence	Revere
Goldstein, Sara Clare	Peabody
Hazen, Emma Carolyn	Georgetown
Joyce, Virginia Clifford	Salem
Keane, Augustine	Lynn

*Was a member of the school less than one-half of the year.
†Was a member of the school for the first half year only.

Kiernan, Marjorie Ellen	Marblehead
Murphy, Grace Mary	Somerville
Myers, Sylvia	Salem
Neville, Marion Claire	Woburn
Osterman, John Manet	Boston
Parker, Marian Jeanette	Rockport
Parvanian, Annie	Lynn
Rawnsley, Myra Alice	Malden
Ready, Josephine Esther	Saugus
Rostkowska, Anna A.	Salem
Santoliquido, Curbina	Lynn
Smith, Marjorie Watt	Woburn
Steele, Marion Simpson	Gloucester
Storlazzi, Olga Rosalinda	Somerville
Strachan, Elizabeth Beattie	East Lynn
Stuart, Anna Helen	Gloucester
Tarbell, Edith Ruth	Orange
Watson, Clara Gwendoline	Georgetown
Welsh, Mary Elizabeth	Lynn
Wiley, Thelma Elizabeth	Salem
Willson, Emma Mary	Marblehead
Wilson, Eleanor Miller	Rockport

Sophomore Class

Briggs, Dudley Towle	Danvers
Brock, Jannette Frances	Rockport
Brown, Dorothea Edith	Chelsea
Buck, Marjorie Charline	Lynn
Burke, Natalie Elizabeth	Arlington
Chamberlain, Edna Lily	Lynn
Chartier, Evelyn Eugenia	Lynn
Cohen, Ida	Peabody
Crowley, Thomas Edward	South Boston
Cummings, Charlotte Freeman	East Lynn
Cunningham, John Patriquin	Gloucester
Dahlen, Bernice Amelia	Saugus
Daigle, Doris Mae	Lynn
Daniels, Muriel Janet	Lexington
Driscoll, Margaret Frances	Somerville
Eade, Dorothy May	Peabody
Eade, Hazel Louise	Peabody
Flewelling, Ruth Elizabeth	Ipswich
Folsom, Lorinda Mary	Salem
Gillie, Mary Eleanor	Gloucester
Goulart, Emma Sousa	Arlington
Habalow, Zelma Lois	Malden
Hammond, Helen Priscilla	Marblehead
Haverty, Mary	Salem
Hayes, Margaret Patricia	Danvers
Henry, Cecelia Kathryn	Salem
Holt, Gertrude Emma	Lawrence
Hosker, Lucy Mary	Lynn
Joyce, Hilda Gertrude	Salem
Joyce, Mary F.	Salem
Keefe, Mary Teresa	Arlington
Lally, Margaret Mary	East Boston
MacDonald, Carolyn Elizabeth	Salem
Moakley, Janet	Watertown
Murray, Ralph Vernon	West Lynn
Neagle, Dorothy Claire	West Somerville
Neal, Elsie Doris	Lynn
Nolan, William Francis	Lynn
O'Hanley, Mary Evelyn	Gloucester
O'Hara, Marguerite Mary	Salem
Papamechail, Vaso	Danvers

Patten, Rebecca Colby	Newburyport
Payne, Esther Louise	Beverly
Pulsifer, Augusta Cecilia	Malden
Robinson, Phyllis	Dedham
Rousseau, Alfred Heald	Lynn
Smith, Lillian Helen	Woburn
Stern, Goldie Esther	Malden
Tahany, Dorothy Elizabeth	Salem
Thompson, Dorothy	Greenwood
Thompson, Sarah Carol	East Boston
Titcomb, Eleanor	Marblehead
Topkins, Helen Elizabeth	Gloucester
Woodason, Evelyn Mae	Wenham

Freshman Class

Banks, Lois Esther	Somerville
Barden, Mae Margaret*	Chelsea
Berstein, Celia	Lynn
Brady, Caroline Crudden	Woburn
Brennan, Harriet Agnes	Salem
Burke, Mary Agnes	Malden
Carroll, Agnes Veronica	Somerville
Chernaska, Ellen Jeanette	Lynn
Cole, Theresa Louise	Brighton
Cotter, Claire Anna	Lynn
Cotter, Genevieve Frances	Lynn
Currie, Barbara Gertrude	Salem
Cutter, Philip H.	Cambridge
Dullea, Elizabeth Rose	Peabody
Ellis, Ruth Muriel	Peabody
Gainey, Edna Julia	Lynn
Gardner, Esther Edgett	Salem
George, Mary Assunta	Lynn
Gordon, Helen	Gloucester
Gugliucciello, Anna Jessie	East Boston
Hackett, Katherine Marguerite	Peabody
Hadley, Mildred Hazel	Lynn
Hatfield, Lewis W.	Wakefield
Hingston, Barbara Reid	Peabody
Hochman, Minnie Ray	Chelsea
Hourihan, Mary Virginia	Peabody
Howard, Geraldine Hilaire	Medford
Hubner, Eleanor Mae	Chelsea
Kastrul, Rose	Lynn
Koskey, Michael N.	Lynn
Levy, Albert Stanley	Lynn
Mason, Ruby Jennesse	Roxbury
McHugh, Lillian Frances	Salem
McVann, Mary Gertrude	Peabody
Moore, Madeleine Ottamese	Lynn
Mott, Dorothy Dent	Waltham
O'Neil, Eleanor Harriet	Gloucester
O'Rourke, Frances Regina	Peabody
O'Toole, Mildred	Newton
Palmer, Jennie Louise	West Somerville
Perreault, Pauline Claire	Peabody
Perry, Alice Mae	Gloucester
Petersen, Dorothy Elaine	Wakefield
Pettipas, Naomi Eleanor	Lynn
Quinn, Marian Harriet	Gloucester
Razumny, Sophia Michaeloma	Cliftondale
Ringer, Alberta Rae	Lowell
Rosen, Genevieve Leah*	Peabody
Rourke, Edith Eilleem	Lynn

*Was a member of the school less than one-half of the year.

Sano, Fannie	Lynn
Shanahan, Mildred Ernestine	South Groveland
Shaw, Jennie Alice	Lynn
Shea, Frances Helen	Somerville
Susco, Camilla Patricia	Northampton
Tanner, Margaret Vera	Salem
Ward, Dorothy Viola	Somerville
Wheeler, Alva Dorothy	Melrose
Wilson, Viono Velma	Peabody
Yaffe, Dorothy	Malden
Zmijewska, Sophie Dorothy	Salem

COMMERCIAL DEPARTMENT

Senior Class

Arthur, Ruth Beatrice	Ipswich
Boyjian, Rose Anne	Newburyport
Cadigan, Alice Janette	Lowell
Caldwell, Lillian May	Lowell
Christopherson, Beatrice Hall	Gloucester
Despotopulos, Alice H.	Clinton
Dillon, Miriam Louise	Lowell
Donnellan, Mildred Cecelia	West Medford
Freeman, Dorothy Angela	Salem
Gates, Margaret Louise	Orange
Gray, Beatrice Ella	North Grafton
Hansen, Gertrude Ellen	Everett
Henchel, Elsa Helene	Greenfield
Hillman, Genevieve Leah	Peabody
Kaner, Charles	Roxbury
Kass, Eleanor Mary	Mattapan
Mamber, Beatrice Anne	Lynn
McLaughlin, Louise Gertrude	Quincy
Riley, Camille Magdalene	Lowell
Sargent, Eleanor May	Salem
Simpson, Marion Jean	Lawrence
Slobodkin, Mildred	Malden
Tourville, Evelyn Catherine	Ludlow

Junior Class

Borys, Victoria Sophie	Saugus
Dennen, Catherine Maude	Gloucester
Dugan, Mary Alice	Webster
Duncan, Mary Alexandria	Lynn
Edmondson, Beatrice Hoyle	South Hamilton
Faulkner, Leslie Kenneth	Beverly
Fouhey, John Aloysius	Danvers
Gagnon, Eldora Louise	Roxbury
Gately, Corinne Eleanor	Shirley
Gorodnitsky, Hyman	Lynn
Hanson, Esther Johanna	Wakefield
Irving, Hester Cecilia	Hopedale
Leavitt, Edna May	Lynn
List, Florence Miriam	East Boston
Maynard, Ernestine Edelweis	Lowell
Murray, Eileen Mary	Lowell
Oliver, Evelyne Francis Elizabeth	Malden
Pelletier, Alice Loretta	Beverly
Prestininzi, Dorothea Theresa Catherine	Belmont
Sacco, Helen Claire	Everett
Sidmore, Mildred Dorothea	Danvers
Szydlowski, Helena Catherine	New Bedford
Tinkham, Genevieve Gonzalva	Danvers
Welch, Marguerite Mary	Beverly
Wheeler, Marion	Revere
White, Florence Evelyn	Dorchester

Sophomore Class

Brown, Helen McIntire	Ipswich
Chudleigh, Vera Leona	Salem
Colby, Daniel John	Lynn
Conway, Mary Marcella	Lowell
Cornwell, Lillian Eunice	Millington
DelCiello, Filomena Elda	Lynn
Demsey, Norton Eugene	Danvers
Doyle, Barbara Marie	Lowell
Ehler, Ethel Harriet	Gloucester
Gay, Blanche Munnan	Plainville
Goldberg, Molly Louise	Swampscott
Greenberg, Mary	Manchester
Griffin, Isabelle Frances	Lynn
Grimes, Mary Helen	Lynn
Husson, George Edwin Parsons	Lynn
Komarin, Isadore	Peabody
Leahy, Alice Marie	Roslindale
Lee, Barbara Florence	Amesbury
LeLacheur, Elmer Ivan	Danvers
Littlehale, Dorothy Alice	Lowell
Mooney, Catherine Winifred	Lowell
Morrison, Edna I.	Swampscott
O'Loughlin, Agnes Claire	Lowell
Partanen, Alli	Clinton
Peabody, Esther H.	Lexington
Phelan, Catherine Eleanor	North Andover
Rock, Earl Francis George	Melrose
Russell. Grace Ella	Ballard Vale
Ryan, Elizabeth Agnes	Cambridge
Skandalis, Arthur George	Lowell
Skornik, Helen	Salem
Stanwood, Helen	Easthampton
Staples, Miriam Harriet	Beverly
Sullivan, Eileen Agnes	Lowell
Szczepanska, Gertrude	Cambridge
Tolchinsky, Sara	Quincy
Vaughan, Virginia Louise	Cambridge
Waldman, Sara Rose	Lynn
Ward, Lillian Catherine	Lowell
Warren, Agnes Crosby†	South Deerfield
Whitmore, Mary Ursula	Fitchburg
Whitney, Ruth A.	Beverly

Freshman Class

Amiro, Raymond Joseph	Wakefield
Barrett, Margaret Rita	Lawrence
Barrows, Elizabeth Anastasia	Lowell
Benjamin, Helen Eleanor	Sunderland
Bohenko, Mary Irene	Forge Village
Bradley, Madeline Cecelia	Winthrop
Brown, Maurice	Roxbury
Brown, Philip James	Salem
Carr, Francis E.	Berkley
Casale, Irma	Lynn
Chiplovitz, Lillian	Beverly
Cormier, Mary Marjorie	Lynn
Covell, Dorothy Frances	Plymouth
Cunningham, Ruth Elizabeth	Winthrop
DePippo, Anthony	Lawrence
Doherty, Mary Margaret	Charlestown
Dolan, Mary Gertrude	West Medford
Doody, Ailene Marie	Peabody

†Was a member of the school for the first half year only.

Driscoll, Eleanor Denise	Woburn
Ernst, Alice May	Gloucester
Eynon, Katherine Cornelia	Lynn
Ferris, Elizabeth Mary	Lawrence
Gitlin, Rosalyn	Mattapan
Gostarian, Florence	Lynn
Hume, Sara Russell	Melrose
Izenstein, Ruth Vivian	Springfield
Johnson, Eva Agneta	West Chelmsford
Kirk, Martha Alexander	North Chelmsford
Mittell, Esther Rosalie	Canton
Monagle, Anna Mary	Charlestown
Orenstein, Adacie	Lawrence
Otto, Myrtle Augusta	Middleboro
Paignon, Frances Janet	South Chelmsford
Peterson, Carolyn Josephine	Rockport
Porochniak, Paul	Salem
Roberts, Francese Esther*	North Brookfield
Robinson, Gertrude Colton	Lowell
Rubin, Lillian Hilda	Lawrence
Ryan, Eleanor Mae	Gloucester
Short, Sophie	Roxbury
Waldman, Ruth	Lynn
Wiley, Everdene	Lawrence
Williams, Florence Olga	Lawrence
Winberg, Eleanore Viola	Rockport
Yagjian, Christine Elizabeth	Newburyport

Fourth-Year Degree Class

Barry, Agnes Claire	Lynn
Boyle, Margaret Mary	Revere
Bradley, Thelma Coombs*	Chelsea
Carleton, Frances	North Beverly
Carroll, Katherine Marie	Salem
Donovan, John Joseph	Lynn
Driscoll, Gladys Rose*	Chelsea
Foley, William James	Salem
Ginsberg, Lillian Elizabeth	Dorchester
Hamilton, Glory†	Beverly, Ryal Side
Houlihan, Helen Alice	Peabody
Lamprey, Elizabeth Wesson	Greenwood
LeLacheur, Diana Barbara	Danvers
Lemaire, Marjorie Ethel	Lynn
Manuel, Ruth Wilma	Lynn
McCourt, Agnes Elizabeth	Salem
Murphy, Edward Joseph	Beverly
O'Donnell, Eleanor Joan	Salem
Peabody, Priscilla	Beverly
Pierce, Julia Josephine	Lynn
Polansky, Irene Beatrice	Melrose
Poleschuck, Ida Vivian	Lynn
Protzman, Dorothy Barbara	Revere
Sheehan, Helen Marie	Chelsea
Spediacci, Nelda Frances	Lynn
Stanley, Martha	North Beverly
Sweeney, Katherine Louise	Andover
Voorhees, Dorothy Marie	Lynn
Wells, Mary Priscilla	Lynn
Williams, Mary Leocadia	Danvers

SPECIAL EDUCATION CLASS

Aisner, Eleanor*	Revere
Callum, Ada Zelda	Cambridge

†Was a member of the school for the first half year only.
*Was a member of the school less than one-half of the year.

Conway, Charlotte Mary	Lynn
Corcoran, Frances Natalie	Lynn
DiGiusto, Irma Louise	Somerville
Herwitz, Martha Louise	Swampscott
Kennedy, John Harold	Methuen
MacKinnon, Florence Lillian	Winchester
MacKinnon, Helen Alda	Winchester
Richardson, Margaret Conway	Beverly
Sawyer, Catherine Harriman*	Harwich
Sykes, Bertha Mildred*	Medford
Tivnan, John Francis	Salem

COLLEGE GRADUATES

Anderson, Beatrice Margaret	South Braintree
Saunders, Helen Barr	Swampscott

*Was a member of the school less than one-half of the year.

SUMMARY

	Returning	Entering	Totals by Classes	Totals by Departments
Elementary Department:				
Senior Class	52	0	52	
Sophomore Class	70	2	72	
Freshman Class	0	60	60	184
Junior High Department:				
Senior Class	41	0	41	
Sophomore Class	53	1	54	
Freshman Class	0	60	60	155
Commercial Department:				
Senior Class	23	0	23	
Junior Class	26	0	26	
Sophomore Class	42	0	42	
Freshman Class	0	45	45	136
Special Education Department:				
For the year	12	1	13	13
Fourth Year Degree Class:				
For the year	30	0	30	30
College Graduates:				
For the year	0	2	2	2
Total	349	171	520	520

Whole number of students from opening of school	9831
Whole number of graduates	6008[1]
Number of certificates for one, two, or three years	220[2]
Total enrollment in the training school for the year ending June 30, 1932	380

[1]Of whom 12 have received 2 diplomas.

[2]Of whom 2 received 2 certificates and 42 received diplomas and are included in the total number of graduates.

GRADUATES — CLASS CXIX — JUNE 16, 1933

Elementary Course—Three Years

Adelberg, Ann Patricia	Lynn
Bissett, Mildred Blanche	Lynn
Blackwood, Alice Annette	Medford
Brooks, Pauline Jane	Cambridge
Buccelli, Philomena Mary	Somerville
Butler, Thelma Elizabeth	Somerville
Cameron, Eleanor	Saugus
Castle, Catherine Frances	Boston
Chase, Margaret Louise	Saugus
Chick, Doris Mae	Wakefield
Cooper, Evelyn Pearl	Beach Bluff
Cunningham, Margaret Mary	South Boston
Daniels, Anita Eilene	Rowley
Dimlich, Erma Augusta	Methuen
Doran, Anna Jeannette	Charlestown
D'Ovideo, Olga-Mary Grace	Lynn
Dullea, Hazel Gertrude	Swampscott
Feldman, Celia	Chelsea
Fisher, Louise Parkhurst	Revere
Fleming, Ann Elizabeth	Salem
Gaudet, Rena Mary	Lynn
Gershaw, Anna	Lynn
Gesner, Dorothy Agnes	Everett
Gordon, Helen	Lynn
Hill, Miriam Louise	Lynn
Johnson, Mildred	Arlington
Kane, Eleanor Marjorie	Peabody
Kelly, Louise Mary	Beverly
Langan, Veronica Catherine	Peabody
Lebman, Dorothy	Newburyport
Litchman, Dorothy Bartlett	Marblehead
Lord, Margaret Fellows	Ipswich
MacDonald, Frances Marguerite	Peabody
Manuel, Edith Estella	Lynn
Maybush, Rose	Cambridge
McCormick, Phyllis Edwina	Rowley
Mongeau, Yvonne Laura	Lynn
Moran, Marguerite Louise	Peabody
Parsons, Carolyn Eleanor	Newburyport
Pritchard, Marian Elizabeth	Franklin Park
Revaleon, Suzanne Elizabeth	Cambridge
Riley, Eleanor Ruth	Lynn
Rossetti, Gilda Olga	Everett
Saberlinsky, Sophie	Haverhill
Silva, Mary Rita	Peabody
Smith, Alice Chase	Bradford
Suldenski, Nellie	Salem
Sutkus, Catherine Eleanor	Somerville
Talbot, Ruth Evelyn	Beverly
Wilder, Hazel Jean	Wakefield
Wilson, Florence Louise	South Essex

Junior High School Course—Three Years

Assenza, Rose	Wakefield
Bailey, Thelma Lucille	South Hamilton
Berry, Freda	Dorchester
Blythe, Doris Mae	Malden
Brooking, Irene Ruth	Salem
Callahan, Ann Elizabeth	Salem
Conery, Helen Cecilia	Prides Crossing
Conway, Marion Elizabeth	Lynn

Crowell, Margaret Marie	Beverly
Dillon, Anna Marie	Malden
Donnell, Sarah Louise	Salem
Douglass, Gladys Marie	Wakefield
Dutra, Marian Emelia	Belmont
Eaton, Leverett Gordon	Danvers
Fink, Florence	Revere
Goldstein, Sara Clare	Peabody
Hazen, Emma Carolyn	Georgetown
Joyce, Virginia Clifford	Salem
Keane, Augustine A.	Lynn
Kiernan, Marjorie Ellen	Marblehead
Murphy, Grace Mary	Somerville
Myers, Sylvia	Salem
Neville, Marian Claire	Woburn
Osterman, John Manet	Boston
Parker, Marian Jeanette	Rockport
Parvanian, Annie	Lynn
Rawnsley, Myra Alice	Malden
Ready, Josephine Esther	Saugus
Rostkowska, Anna A.	Salem
Santoliquido, Curbina	Lynn
Smith, Marjorie Watt	Woburn
Steele, Marion Simpson	Gloucester
Storlazzi, Olga Rosalinda	Somerville
Strachan, Elizabeth Beattie	East Lynn
Stuart, Anna Helen	Gloucester
Tarbell, Edith Ruth	Orange
Watson, Clara Gwendoline	Georgetown
Welsh, Mary Elizabeth	Lynn
Wiley, Thelma Elizabeth	Salem
Willson, Emma Mary	Marblehead
Wilson, Eleanor Miller	Rockport

Commercial Course—Four Years

Arthur, Ruth Beatrice	Ipswich
Boyjian, Rose Anne	Newburyport
Cadigan, Alice Janette	Lowell
Caldwell, Lillian May	Lowell
Christopherson, Beatrice Hall	Gloucester
Despotopulos, Alice H.	Clinton
Dillon, Miriam Louise	Lowell
Donnellan, Mildred Cecelia	West Medford
Freeman, Dorothy Angela	Salem
Gates, Margaret Louise	Orange
Gray, Beatrice Ella	North Grafton
Hansen, Gertrude Ellen	Everett
Henchel, Elsa Helene	Greenfield
Hillman, Genevieve Leah	Peabody
Johnson, Helen Conant*	Lynn
Kaner, Charles	Roxbury
Kass, Eleanor Mary	Mattapan
Mamber, Beatrice Anne	Lynn
McLaughlin, Louise Gertrude	Quincy
Riley, Camille Magdalene	Lowell
Sargent, Eleanor May	Salem
Simpson, Marion Jean	Lawrence
Slobodkin, Mildred	Malden
Tourville, Evelyn Catherine	Ludlow

Special Education Course

Callum, Ada Zelda	Cambridge
Conway, Charlotte Mary	Lynn

*Completed under the auspices of University Extension as of the Class of 1920.

Corcoran, Frances Natalie	Lynn
DiGiusto, Irma Louise	Somerville
Herwitz, Martha Louise	Swampscott
Kennedy, John Harold	Methuen
MacKinnon, Florence Lillian	Winchester
MacKinnon, Helen Alda	Winchester
Richardson, Margaret Conway	Beverly
Tivnan, John Francis	Salem

ADVANCED CLASS

Barry, Agnes Claire	Lynn
Boyle, Margaret Mary	Revere
Carleton, Frances	North Beverly
Carroll, Katherine Marie	Salem
Donovan, John Joseph	Lynn
Foley, William James	Salem
Ginsberg, Lillian Elizabeth	Dorchester
Houlihan, Helen Alice	Peabody
Lamprey, Elizabeth Wesson	Greenwood
LeLacheur, Diana Barbara	Danvers
Lemaire, Marjorie Ethel	Lynn
Manuel, Ruth Wilma	Lynn
McCourt, Agnes Elizabeth	Salem
Murphy, Edward Joseph	Beverly
O'Donnell, Eleanor Joan	Salem
Peabody, Priscilla	Beverly
Pierce, Julia Josephine	Lynn
Polansky, Irene Beatrice	Melrose
Poleschuck, Ida Vivian	Lynn
Protzman, Dorothy Barbara	Revere
Sheehan, Helen Marie	Chelsea
Spediacci, Nelda Frances	Lynn
Stanley, Martha	North Beverly
Sweeney, Katherine Louise	Andover
Voorhees, Dorothy Marie	Lynn
Wells, Mary Priscilla	Lynn
Williams, Mary Leocadia	Danvers

MEMBERSHIP FOR YEAR 1933-1934

ELEMENTARY COURSE

SENIOR CLASS

Allen, Frances Hertha	Somerville
Andelman, Ruth Leah	Cambridge
Anderson, Beatrice Svea Helena	Chelsea
Bates, Eleanor Mary	Somerville
Berkeley, Margaret Theresa	Cambridge
Boyajian, Flora	Melrose
Boyd, Gwendolyn Ada	Lynn
Butters, Jean Margaret	Greenwood
Cann, Mildred Louise	Danvers
Chorlian, Lillian Elsie	Revere
Cleverly, Ruth Gertrude	Dorchester
Condon, Helen Elizabeth	Lynn
Connor, Marguerite Elizabeth	Brighton
Cooney, Carolan Lawton	Danvers
Davis, Alice Lucille	Somerville
DiBattista, Eletta	Revere
Dillon, Mary Rose	Everett
Donnine, Doris M.	Somerville
Durgin, Alice Merrill	Danvers
Fitzpatrick, Alice Katherine	Somerville
Flint, Olive Atwood	North Reading

Gauld, Cora Elizabeth	W. Gloucester
Gaunt, Rowena Mildred	Holyoke
Gibbons, June Dorothy	Melrose
Gilman, Eleanor L.	Chelsea
Glugeth, Lillian	Arlington
Goldthwaite, Ruth Alice	Everett
Gouzoules, Christine	Lynn
Holmes, Frances Christina	East Lynn
Hooker, Dorothy Anne	Cambridge
Johnson, Mary Elizabeth	Gloucester
Kadis, Marion Edith	Somerville
Keith, E. Lorraine	Revere
Key, Regina Barbara	Cambridge
Laitinen, Louise Eleanora	Peabody
Leavitt, Ruth	Lynn
Licciardello, Rose Irene	Lawrence
Maffei, Gilda Emily	Revere
Maloney, Anna Ruth	Wakefield
Marcus, Ruth Dorothy	Revere
Marshall, Charlotte Rigby	West Newbury
McEachern, Florence	Rockport
McKenna, Bernice Mildred	Boston
McKinnon, Dorothy A.	Malden
McNulty, Eleanor Joan	Roslindale
Mikaelian, Virginia	Chelsea
Millay, Mary Alma	Lynn
Morson, Clara Ellen	Wenham
Moses, Ruth Elizabeth	Malden
Murphy, Anna Catherine	Lynn
Okerson, Ruth Boynton	Rockport
Olsen, Helen Patricia	Dorchester
Osborne, Elizabeth Proctor	Peabody
Pierotti, Mary Julia	West Everett
Rand, Lois Althea	Danvers
Richardson, Christine Winter	Gloucester
Rosenbaum, Gladys	Revere
Ross, Frances Adella†	Ipswich
Rudenstein, Bella	Malden
Russell, Helen Weston	Greenfield
Russell, Mary Eleanor	Revere
Scanlan, Mary Kathleen	Somerville
Shaughnessy, Mary Alice	Malden
Shea, Eunice Catherine	Saugus
Snow, Laura Melissa	Saugus
Solar, Gertrude Anna	Lynn
Southwick, Ruth Lavinia	Salem
Stanley, Barbara Larcum	Marblehead
Webb, Marian Cole	Beverly
Wellington, Helen Marjorie	Medford
Wells, Marion	Saugus
White, Rita Patricia	Revere

Sophomore Class

Adams, Muriel Florence Patricia	West Somerville
Allen, Amy A.	Beverly
Allen, Frances Elizabeth	Waltham
Bartell, Cyrena Dorothy	Dorchester
Betts, Linda Cameron	Belmont
Bradley, Mary Agnes	Boston
Brown, Catherine Frances	West Somerville
Buker, Erma Elnora	Everett
Cannon, Janet Gertrude	Somerville
Cargill, Kathryn Jeannette	Melrose

†Was a member of the school during the second semester.

Carter, Mary Katherine	Arlington
Crotty, Mary Teresa	Somerville
Cunningham, Anne Mary	N. Cambridge
Curcio, Mildred Pauline	Medford
Del Rossi, Lucy	East Boston
Dennison, Ada Gertrude	Lynn
Donovan, F. Madeline	East Lynn
Ellis, Ruth Muriel	Peabody
Franzen, Elsa Maria Helena	Lynn
Girard, Geraldine Veronica	Lynn
Givan, Emma Burlingame	Somerville
Granger, Ruth Vivian*	Lynn
Hagan, Ethel	Revere
Hanley, Marie Agnes	Peabody
Johnson, Grace Lydia	Amesbury
Landall, Dorothy Marie	Beverly
Lunn, Ruth Emily	Beverly
MacLean, Elizabeth Ruth	Lynn
McCaffrey, Margaret Anne*	Cambridge
McGlew, Eleanor Gertrude	Newburyport
Mello, Alice Loretta	Somerville
Mello, Gloria Leonora	Somerville
Michaels, Mary	Salem
Mullen, Marie Elizabeth	Lexington
Murphy, Margaret Mary	Lynn
Murphy. Rosamond Ann	Danvers
Nelson, Sara	Revere
Nicholaides, Evangeline Iris	Haverhill
O'Rourke, Mary Agnes	Cambridge
Posner, Ethel	Everett
Preble, Winnifred Elma	Lynn
Rain, Anna Evelyn	Lynn
Riker, Edythe Atherton	Somerville
Ryan, Katherine Anne	Salem
Seaman, Dorothy	Revere
Swanson, Helen Christina	Everett
Sweeney, Mary Catherine	Somerville
Timms, Helen Muriel	Boston
Walsh, Kathleen Imelda*	Dorchester
Wells, Marjorie Gladys	Lynn
White, Ruth Elta	West Somerville
Wyeth, Margaret	Amesbury

Freshman Class

Arnold, Nancy Irvin	Salem
Atwater, Charlotte Rosaline	Gloucester
Austin, Beatrice Gilbert	Ipswich
Bauer, Virginia Agnes	Greenwood
Benson, Janet Ruth	Arlington
Berman, Mildred	Beverly
Bickford, Shirley Emerett	Revere
Bloom, Ida Evelyn	Lynn
Boisclair, Mary Evelyn	Lynn
Boyle, Virginia Rose	Lynn
Brown, Harriet Edgecombe	Malden
Burke, Florence Janet	Everett
Burnham, Audrey Thelma	Beverly
Cerica, Louise Adele	Swampscott
Chapman, Gladys Louise	Marblehead
Christofferson, Bertha Victoria	Wenham
Clisby, Isa Walton	Malden
Conlin, Catherine Virginia	Everett
Costello, Genevieve Anne	Lynn

*Was a member of the school only during the first semester.

Coy, Muriel Villaroy	Saugus
Creedon, Nora F.	Salem
Cronin, Catherine Joan	Medford
Dean, Dorothy Virginia	Salem
Demala, Susan Ann	Beverly
Dolan, Marjorie Annie	Ipswich
Doyle, Edith Anna	Lynn
Doyle, Ruth Katherine	Lynn
Driscoll, Louise Maryrose	East Lynn
Farrell, Kathleen R.	Amesbury
Fougere, Mary Dorothy	Medford
Gardner, Dorothy Munson	Malden
Gavin, Elinor Carmen	Manchester
Hall, Ruth Ellis	Greenwood
Harris, Peryle May	Lynn
Hershkovitz, Dorothy	Somerville
Hickey, Barbara Claire	Cambridge
Hoar, Ruth Louise	Salem
Kaplan, Samuel Elihu	Lynn
Katz, Rhoda Jeannette	Beverly
Kennedy, Rita	N. Brookfield
Knight, Shirley Daggett	Groveland
LeBlanc, Bernadette Marie Josephine	Salem
Lee, Virginia Louise	Gloucester
Lewis, Damaris True	East Saugus
London, Marion	Malden
Long, Helen Carol	Saugus
Mahoney, Catherine Mary	Peabody
Marier, Madalyn Clare	Lawrence
McCarthy, Barbara Anne	Lynn
McCarthy, Kathryn Mary	Lynn
Mitchell, Anne Esther	Gloucester
Murchie, Edith Henderson	Somerville
Murray, Beatrice Alice	Belmont
Murray, Rita Frances	Beverly
Page, Ruth Elizabeth	Wenham
Pinto, Alda Grace	Greenwood
Poitras, Charlotte Juliette	Salem
Santry, Mary Rita	Lynn
Scanlan, Marguerite	Malden
Shanahan, Helen Louise	Lynn
Springer, Louise Grace	Salem
Stone, Myrtle Beulah	Lynn
Swan, Marion Louise	Jamaica Plain
Taitsman, Ida Selma	Lynn
Tibbetts, Frances Melvin	Melrose
Vasquez, Tina Mary*	East Boston
Wilkish, Mary Josephine	Lynn
Wood, Doris Elizabeth	Danvers
Zaff, Anne	Chelsea

Junior High School Course—Four Years

Junior Class

Briggs, Dudley Towle	Danvers
Brock, Jannette Frances	Rockport
Brown, Dorothea Edith	Chelsea
Buck, Marjorie Charline	Lynn
Burke, Natalie Elizabeth	Arlington
Chartier, Evelyn Eugenia	Lynn
Cohen, Ida	Peabody
Crowley, Thomas Edward	South Boston
Cummings, Charlotte Freeman	East Lynn
Cunningham, John Patriquin	Gloucester

*Was a member of the school only during the first semester.

Dahlen, Bernice Amelia	Saugus
Daigle, Doris Mae	Lynn
Daniels, Muriel Janet	Lexington
Driscoll, Margaret Frances	Somerville
Eade, Dorothy May	Peabody
Eade, Hazel Louise	Peabody
Flewelling, Ruth Elizabeth	Ipswich
Folsom, Lorinda Mary	Salem
Giles, Elizabeth	Woburn
Gillie, Mary Eleanor	Gloucester
Goulart, Emma Sousa	Arlington
Habalow, Zelma Lois	Malden
Hammond, Helen Priscilla	Marblehead
Haverty, Mary	Salem
Hayes, Margaret Patricia	Danvers
Henry, Cecelia Kathryn	Salem
Holt, Gertrude Emma	Lawrence
Hosker, Lucy Mary	Lynn
Joyce, Hilda Gertrude	Salem
Joyce, Mary F.	Salem
Keefe, Mary Teresa	Arlington
Lally, Margaret Mary	East Boston
MacDonald, Carolyn Elizabeth	Salem
Moakley, Janet	Watertown
Murray, Ralph Vernon	West Lynn
Neagle, Dorothy Claire	West Somerville
Neal, Elsie Doris	Lynn
Nolan ,William Francis	Lynn
O'Hara, Marguerite Mary	Salem
Papamechail, Vaselea	Danvers
Patten, Rebecca Colby	Newburyport
Payne, Esther Louise	Beverly
Pulsifer, Augusta Cecilia	Medford
Robinson, Phyllis	Dedham
Rousseau, Alfred Heald	Lynn
Smith, Lillian Helen	Woburn
Stern, Goldie Esther	Malden
Tahany, Dorothy Elizabeth	Salem
Thompson, Dorothy	Greenwood
Thompson, Sarah Carol	East Boston
Titcomb, Eleanor	Marblehead
Topkins, Helen Elizabeth	Gloucester
Woodason, Evelyn Mae	Wenham

Sophomore Class

Banks, Lois Esther	Somerville
Brady, Caroline Crudden	Woburn
Brennan, Harriet Agnes	Salem
Burke, Mary Agnes	Malden
Carroll, Agnes Veronica	Somerville
Cotter, Claire Anna	Lynn
Cotter, Genevieve Frances	Lynn
Cutter, Philip H.	Cambridge
Dullea, Elizabeth Rose	Peabody
Foley, Dennis Francis, Jr.	Newburyport
Gainey, Edna Julia	Lynn
George, Mary Assunta	Lynn
Gordon, Helen	Gloucester
Grossman, Jeanne Jennie	Mattapan
Gugliucciello, Anna Jessie	East Boston
Hackett, Katherine Marguerite	Peabody
Hadley, Mildred Hazel*	Lynn
Hatfield, Lewis W.	Wakefield

*Was a member of the school only during the first semester.

Hingston, Barbara Reid	Peabody
Hochman, Minnie Ray	Chelsea
Hourihan, Mary Virginia	Peabody
Howard, Geraldine Hilaire	Medford
Hubner, Eleanor Mae	Chelsea
Johnson, Elizabeth Margaret	Lynn
Koskey, Michael N.	Lynn
Levy, Albert Stanley	Lynn
Mason, Ruby Jennesse	Roxbury
Mathewson, Hazel Mildred	West Lynn
McHugh, Lillian Frances	Salem
McVann, Mary Gertrude	Peabody
Moore, Madeleine Ottamese	Lynn
Mott, Dorothy Dent	Waltham
O'Neil, Eleanor Harriet*	Gloucester
O'Rourke, Frances Regina	Peabody
O'Toole, Mildred	Newton
Palmer, Jennie Louise	West Somerville
Perreault, Pauline Claire	Peabody
Perry, Alice Mae	Gloucester
Petersen, Dorothy Elaine	Wakefield
Pettipas, Naomi Eleanor*	Lynn
Quinn, Marian Harriet*	Gloucester
Razumny, Sophia Michaeloma	Cliftondale
Ringer, Alberta Rae	Lowell
Rourke, Edith Eileen	Lynn
Sano, Fannie	Lynn
Shanahan, Mildred Ernestine	South Groveland
Shaw, Jennie Alice	Lynn
Shea, Frances Helen	Somerville
Susco, Camilla Patricia	Northampton
Tanner, Margaret Vera	Salem
Ward, Dorothy Viola	Somerville
Wheeler, Alva Dorothy	Melrose
Wilson, Vieno Velma	Peabody
Yaffee, Dorothy	Malden
Zmijewska, Sophie Dorothy	Salem

Freshman Class

Bailey, Doris Elizabeth	Danvers
Benner, Constance Anna	Medford
Bresnahan, Marie Rita	Salem
Brinkler, Vera Helen	Lynn
Burke, Kathleen Josephine	Newburyport
Caron, Emily Gertrude	Salem
Carter, Doris West	Danvers
Chagnon, Phyllis Marie	Salem
Chaisson, Eleanor Judith	Swampscott
Coffey, Dorothea Frances	Salem
Collins, Donald Edwin	Lynn
Dandeneau, Elizabeth Mary	North Andover
Daniels, Ruth Milne	Salem
Dolan, Mary Emma	Lexington
Freeman, George Damon	Lynn
Frizzell, Barbara	Salem
Getchell, Gordon Colborn	Lynn
Hammer, Marion Arlene	Lynn
Holman, Virginia A.	Somerville
Holmes, Priscilla Mae	Beverly
Hugelmann, Phyllis Elsie	Somerville
Kenneally, Francis James	Salem
Kennedy, Francis Vincent	West Lynn
Kramer, Gertrude	Mattapan

*Was a member of the school only during the first semester.

Saffer, Lucille Elizabeth	Salem
Savels, Martha Elizabeth	West Somerville
Shurmaster, Dorothy Shirley	Chelsea
Waitt, Barbara	Saugus
Wilkins, Ruby Marion	Somerville
Zetlen, Sophie	Salem

Commercial Course

Senior Class

Borys, Victoria Sophie	Saugus
Dennen, Catherine Maude	Gloucester
Dugan, Mary Alice	Webster
Duncan, Mary Alexandria	Lynn
Edmondson, Beatrice Hoyle	South Hamilton
Faulkner, Leslie Kenneth	Beverly
Fouhey, John Aloysius	Danvers
Gagnon, Eldora Louise	Roxbury
Gately, Corinne Eleanor	Shirley
Gordon, H. Gerald	Lynn
Hanson, Esther Johanna	Wakefield
Irving, Hester Cecilia	Hopedale
Leavitt, Edna May	Lynn
List, Florence Miriam	East Boston
Maynard, Ernestine Edelweis	Lowell
Murray, Eileen Mary	Lowell
Oliver, Evelyne Francis Elizabeth	Malden
Pelletier, Alice Loretta	Beverly
Prestininzi, Dorothea Theresa Catherine	Belmont
Sacco, Helen Claire	Everett
Sidmore, Mildred Dorothea	Danvers
Szydlowski, Helena Catherine	New Bedford
Tinkham, Genevieve Gonzalva	Danvers
Welch, Marguerite Mary	Beverly
Wheeler, Marion	Revere
White, Florence Evelyn	Dorchester

Junior Class

Brown, Helen McIntire	Ipswich
Chudleigh, Vera Leona	Salem
Colby, Daniel John	Lynn
Conway, Mary Marcella	Lowell
Cornwell, Lillian Eunice	Millington
DelCiello, Filomena Elda	Lynn
Demsey, Norton Eugene, Jr.	Danvers
Doyle, Barbara Marie	Lowell
Ehler, Ethel Harriet	Gloucester
Gay, Blanche Munnan	Plainville
Goldberg, Molly Louise	Swampscott
Greenberg, Mary	Manchester
Griffin, Isabelle Frances	Lynn
Grimes, Mary Helen	Lynn
Husson, George Edwin Parsons, Jr.	Lynn
Komarin, Isadore	Peabody
Leahy, Alice Marie	Boston
LeLacheur, Elmer Ivan	Danvers
Littlehale, Dorothy Alice	Lowell
Mooney, Catherine Winifred	Lowell
Morrison, Edna I.	Swampscott
O'Loughlin, Agnes Claire	Lowell
Partanen, Alli	Clinton
Peabody, Esther H.	Lexington
Phelan, Catherine Eleanor	North Andover
Rock, Earl Francis George	Melrose
Russell, Grace Ella	Ballard Vale

Ryan, Elizabeth Agnes	Cambridge
Skandalis, Arthur George	Lowell
Skornik, Helen	Salem
Stanwood, Helen	Easthampton
Staples, Miriam Harriet	Beverly
Sullivan, Eileen Agnes	Lowell
Szczepanska, Gertrude	Cambridge
Tolchinsky, Sara	Quincy
Vaughan, Virginia Louise	Cambridge
Waldman, Sara Rose	Lynn
Ward, Lillian Catherine	Lowell
Whitmore, Mary Ursula	Fitchburg
Whitney, Ruth A.	Beverly

Sophomore Class

Amiro, Raymond Joseph	Wakefield
Barrett, Margaret Rita*	Lawrence
Benjamin, Helen Eleanor	Sunderland
Bohenko, Mary Irene	Forge Village
Brown, Maurice	Roxbury
Brown, Philip James	Salem
Carr, Frances E.	Berkley
Casale, Irma	Lynn
Chiplovitz, Lillian	Beverly
Cormier, Mary Marjorie	Lynn
Covell, Dorothy Frances	Plymouth
DePippo, Anthony	Lawrence
Dolan, Mary Gertrude	West Medford
Doody, Ailene Marie	Peabody
Driscoll, Eleanor Denise	Woburn
Ernst, Alice May	Gloucester
Eynon, Katherine Cornelia	Lynn
Ferris, Elizabeth Mary	Lawrence
Gostanian, Florence	Lynn
Hume, Sara Russell	Melrose
Izenstein, Ruth Vivian	Springfield
Johnson, Eva Agneta	W. Chelmsford
Mittell, Esther Rosalie	Canton
Monagle, Anna Mary	Charlestown
Orenstein, Adacie	Lawrence
Otto, Myrtle Augusta	Middleboro
Paignon, Frances Janet*	S. Chelmsford
Peterson, Carolyn Josephine	Rockport
Porochniak, Paul	Salem
Robinson, Gertrude Colton	Lowell
Rubin, Lillian Hilda	Lawrence
Ryan, Eleanor Mae	Gloucester
Wiley, Everdene	Roxbury
Williams, Florence Olga	Lawrence
Yagjian, Christine Elizabeth	Newburyport

Freshman Class

Appel, Rubin	Boston
Archibald, Margaret Marie	E. Chelmsford
Barry, Margaret Mary	Whitman
Bickford, Marjorie Harriet	Dorchester
Blessington, Mary Anne	Cambridge
Bowen, Dorothy Mary	Uxbridge
Chansky, Rosalind	Beverly
Cobb, Priscilla Evelyn	Danvers
Conlin, Angela A.†	E. Chelmsford
Cronin, Catherine Regina*	Lynn
D'Ambrosio, Emanuel	Wakefield

*Was a member of the school only during the first semester.
†Was a member of the school less than one semester.

Dowd, Winifred	Salem
Edelstein, Charlotte*	Peabody
Ford, Marjorie	Salem
Forsyth, Isabelle Samson	Somerville
Fowler, Doris Gwendolyn	North Billerica
Gordon, Lillian	Lawrence
Gordon, Sally	Lynn
Graham, Ruth I.†	Woburn
Henry, Mary Ellen	Peabody
Howard, Rita Elizabeth	Worcester
LeColst, Rosamond Doris	Middleton
Lewis, Helen Ann	Lynn
Lichman, Katherine Adella	Peabody
McMenimen, Leo Joseph	Lowell
Mercadante, Mary	Lexington
Mizzi, Domenico	Salem
Nelson, Doris Anne	Rockport
Regish, Helen Sophie	Easthampton
Roderick, John Douglas	Revere
Sheedy, Margaret Patricia	Lowell
Sherry, Virginia Marguerite	Danvers
Shirt, Esther Irene	Dalton
Shuman, Sylvia Ruth†	Revere
Soroka, Dorothy Donia	Lynn
Spaulding, Marion Viola	Danvers
Sternberg, Albert	Peabody
Stirk, Arline Mary	N. Chelmsford
Stromdahl, Laura Christine	East Lynn
Toohey, Eleanor Edna	Lawrence
Twohig, James Edward	Lynn
Walsh, Mary Ellen	South Hamilton
Wardzala, Helen Victoria	Easthampton
Welch, John S., Jr.	Beverly
Zmudsky, Mary Elizabeth	Whitinsville

Junior High School Course—Fourth Year Class

Assenza, Rose	Wakefield
Bailey, Thelma Lucille	South Hamilton
Brooking, Irene Ruth	Salem
Conery, Helen Cecilia	Prides Crossing
Conway, Marion Elizabeth	Lynn
Eaton, Leverett Gordon	Danvers
Gershaw, Anna	Lynn
Keane, Augustus A.	Lynn
Kiernan, Marjorie Ellen	Marblehead
Leckar, Leo	Chelsea
Motyka, Olympia Balwina	Adams
Myers, Sylvia	Salem
Osterman, John Manet*	Boston
Ready, Josephine Esther*	Saugus
Santoliquido, Curbina	Lynn
Steele, Marion Simpson	Gloucester
Strachan, Elizabeth Beattie	East Lynn
Stuart, Anna Helen	Gloucester
Tarbell, Edith Ruth	Orange
Wiley, Thelma Elizabeth	Salem

Special Education Class

Adelberg, Anne Patricia	Marblehead
Birch, Eleanor Louise	Lynn
Buccelli, Philomena Mary	Somerville
Chick, Doris Mae	Wakefield

*Was a member of the school only during the first semester.
†Was a member of the school less than one semester.

Hill, Miriam Louise	Lynn
Litchman, Dorothy Bartlett	Marblehead
MacDonald, Frances Marguerite	Peabody
Manuel, Edith Estella	Lynn
Mongeau, Yvonne Laura	Lynn
Talbot, Ruth Evelyn	Beverly
Warren, Lephia Ella	Dalton

SUMMARY

	Returning	Entering	Totals by Classes	Totals by Departments
Elementary Department:				
Senior Class	68	4	72	
Sophomore Class	51	1	52	
Freshman Class	0	69	69	193
Junior High Department:				
Fourth Year Class	20	0	20	
Junior Class	52	1	53	
Sophomore Class	52	3	55	
Freshman Class	0	30	30	158
Commercial Department:				
Senior Class	26	0	26	
Junior Class	40	0	40	
Sophomore Class	35	0	35	
Freshman Class	0	45	45	146
Special Education Department:				
For the year	9	2	11	11
Total	353	155	508	508

Whole number of students from opening of school	9986
Whole number of graduates	6161[1]
Number of certificates for one, two, or three years	220[2]
Total enrollment in the training school for the year ending June 31, 1933	432

[1]Of whom 51 have received 2 diplomas.

[2]Of whom 2 received 2 certificates and 42 received diplomas and are included in the total number of graduates.

OFFICERS OF THE SALEM NORMAL ASSOCIATION
1931 - 1934

		CLASS
President	Edna S. Evans 33 Walter Street, Salem	103
Vice-President	Bertha Davis 43 East Emerson Street, Melrose	90
Recording Secretary	Mrs. Moses Knowlton 17 Whitney Avenue, Beverly	
Corresponding Secretary	Mrs. Helen Schallenbach (Helen Dennett) 11 Dearborn Street, Salem	85
Treasurer	Winifred Upton 10 Highland Avenue, Beverly	89
Custodian of Records	Jessie P. Learoyd 13 Oak Street, Danvers	51
Auditor	Gilman C. Harvey 17 Leonard Street, Annisquam	103
Directors	Olive M. Adams 102 Cabot Street, Beverly	92
	Annie L. Berry 35 Osgood Street, Salem	102
	Mrs. Edward Cotton (Ruth Williams Woodberry) Evans Road Marblehead	99
	Mrs. Margaret S. O'Keefe (Margaret Sheedy) 77 Orchard Street, Salem	110
	Mrs. Arthur L. Swasey (Edna Tutt) 83 Green Street, Marblehead	91
Nominating Committee	Gertrude B. Goldsmith, Chairman 12 Lincoln Street, Manchester	87
	Emily M. Ellison 176 Williams Avenue, Lynn	84
	Mary D. Hartigan 30 Toppan Street, Roslindale	113
	Mary E. Pender 39 Tracy Street, Peabody	112
	Miriam A. Tighe 116 Lafayette Street, Salem	92

The Association holds a triennial meeting. The next meeting takes place in June, 1934.

Publication of this Document Approved by the Commission on Administration and Finance

2500.5-'34. Order 1225.